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ABSTRACT

This publication summarizes research on the benefits of safe-school planning, provides examples of successful programs and strategies, and offers a step-by-step planning process that school teams can apply to their individual campuses and student populations. It also reflects new state and federal laws that established California's School Safety Violence Protection Act and the federal Safe and Drug-Free Schools and Communities Act. Chapter titles reflect the book's content: Chapter 1, "Safe Schools: Respect and Connection for Every Student"; Chapter 2, "What We've Learned about Safe and Effective Schools"; Chapter 3, "Beyond the School Door"; Chapter 4, "The Safe School Model"; Chapter 5, "Component 1--The School Climate"; and Chapter 6, "Component 2--The Physical Environment." Appendices contain the following information: California's policy on school safety, discipline, and attendance; information on where to find sample policies; a planning guide for action containing requirements in existing California and federal programs; several safe-school questionnaires useful for planning; a list of statutes regarding school safety; various sample forms; a list of acronyms; and discussions on ways to include students in program design and implementation, including how to handle outsiders and other interference, suspension, expulsion, and involuntary transfer. (WFA)

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Safe Schools: A Planning Guide for Action. 2002 Edition.

Carol Abbott

2002

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Safe Schools

A Planning Guide for Action

2002 Edition

California Department of Education
Safe Schools and Violence Prevention Center

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Notice

The guidance in *Safe Schools: A Planning Guide for Action, 2002 Edition* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

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Foreword

Based on the belief that schools and law enforcement should join efforts to create safe and orderly school campuses and communities, the State Superintendent of Public Instruction and State Attorney General created the School Law Enforcement Partnership (S/LEP) in 1983. A volunteer cadre of education and law enforcement specialists was formed to help local communities forge such partnerships. Since that time, S/LEP Cadre members have provided countless hours of training and technical assistance so that all students will be able to attend safe schools.

In 1989, the cadre began training school teams on how to design comprehensive school safety plans. The first training workshops helped schools and law enforcement agencies join together to increase their skills and understanding about what works in interagency planning, record sharing, and implementation of school safety programs. Their efforts, coupled with an impressive array of findings from studies on effective programs and practices, as well as changing realities about school safety, have led to this 2002 edition of *Safe Schools: A Planning Guide for Action.*

The 2002 edition reflects new state and federal laws that established California's School Safety Violence Protection Act and the federal Safe and Drug-Free Schools and Communities Act. The legal requirements are blended into a seven-step planning process to ensure school and school district compliance with both state and federal laws.

The 2002 edition also includes the most recent research findings by the National Longitudinal Study on Adolescent Health, the surgeon general of the United States, the Office of Juvenile Justice Delinquency Prevention, and other major studies that point to the need to combine efforts of schools, families, communities, law enforcement, and social institutions to ensure student achievement and to build safe, caring, and supportive schools.

The 2002 version presents a vision and lays the foundation for caring schools where students experience support for achievement and freedom from physical or psychological harm. The guide provides a framework for evaluating new ideas and determining which programs and strategies to implement, revise, or reject. It builds on what research is telling us about youth development and outlines a process for reaching consensus in schools about ways to respond to the challenges facing students. Most importantly, the guide defines the roles and contributions of the school and community for ensuring that *every* student attends a safe campus.

We hope that your school community will welcome the opportunity made possible through these guidelines and the School Law Enforcement Partnership and that your safe school planning team will benefit from the accumulated wisdom outlined in the following pages.

Delaine Eastin

Delaine Eastin
State Superintendent of Public Instruction

Bill Lockyer

The Honorable Bill Lockyer
Attorney General

Acknowledgments

"All human beings are born with unique gifts.
The healthy functioning of any community depends
on its capacity to develop each gift."

—Peter Senge and others. *Schools That Learn.*
New York: Doubleday, 2000, p.42

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Introduction

The content of this 2002 edition of *Safe Schools: A Planning Guide for Action* is completely new, but it is still based on its original premise that comprehensive school safety is fundamental to students' school success and achievement.

It summarizes research on the benefits of safe school planning, provides examples of successful programs and strategies, and offers a step-by-step planning process that school teams can apply to their individual campuses and student populations.

A companion document, *Safe Schools: A Planning Guide for Action Workbook (Safe Schools Planning Workbook),* is to be used by school teams during daylong regional training sessions to transform the idea of a safe and supportive school into a comprehensive school plan. Use of that workbook will enable school teams to develop plans that comply with state and federal requirements and that provide a solid foundation for academic and personal success for *all* students.

Training sessions in safe schools plan development sponsored by the School/Law Enforcement Partnership Cadre are scheduled in various regions statewide. The training will not only help participants complete their mandated safe school plans but also foster plans that will provide the following benefits:

- Assist in raising test scores by helping to:
  - Create a caring community where students are encouraged to meet their potential.
  - Decrease discipline problems.
  - Increase time on tasks.
- Reduce staff burnout and turnover by:
  - Minimizing disruptions and discipline problems that detract from teaching
  - Creating a feeling of community
  - Reducing stress by providing more adults to interact with students
- Help school teams link existing educational support programs and resources:
  - Identify existing programs.
  - Help schools link with district and community resource partners.

- Help schools compete for funding they can use to address their educational and safe school needs:
    - Provide a tool for analyzing data about current conditions.
    - Help schools identify programs and funds to address identified needs.
- Increase the community's involvement and stake in the local school:
    - Increase the number of people committed to school safety.
    - Help publicize both needs and successes.
    - Link the school to community partners and resources.
- Help show parents and the community that they have a successful neighborhood school that deserves their support. (*Note:* The safe school plan is now a required part of the yearly School Accountability Report Card.)
- Prove that prevention programs initiated through a comprehensive safe and effective school plan will be cost effective over the long run:
    - Decrease vandalism.
    - Decrease discipline problems.
    - Keeps students on a positive track toward a productive future.

The list of regional trainings, as well as more information about the School/Law Enforcement Partnership Cadre's services, can be viewed on the Safe Schools and Violence Prevention Web page— *<http://www.cde.ca.gov/spbranch/safety>*. The cadre's services are also summarized in Appendix K of this document.

1

Safe Schools: Respect and Connection for Every Student

If recent school tragedies underscore one thing, it is that school safety is grounded, first and foremost, on relationships. Research tells us that if students who commit violent acts had felt cared for, respected, and supported at school and in their community, they would—in all likelihood—have never contemplated their violent acts. We are learning that students who grow up in even the most challenging circumstances can overcome adversity when we, as caring adults, take time to know them and encourage them to use their talents.

We must put our resources where they will make a difference. We need to make all schools caring communities and show our youth that they are valued. Only then will we have done our best to make our schools safe.

—Delaine Eastin
State Superintendent of Public Instruction

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California and the nation are putting unprecedented effort into raising student achievement. Thankfully, we know a lot more now about what helps students succeed than we did when the 1989 edition of *Safe Schools: A Planning Guide for Action* was published. Research clearly demonstrates that students who know that people understand and appreciate their unique talents and needs are students who can overcome many adversities and succeed. We also know from the tragedies at Santana, California, and Littleton, Colorado, that students who feel alienated or excluded may deal with those feelings in severe and tragic ways.

> The academic literature on adolescent development emphasized that the development of competencies hinges on the adequate fulfillment of adolescents' basic needs . . . Adolescents' needs include safety, structure, membership, strong personal relationships, opportunities to contribute and develop a sense of self-worth, independence and control over important decisions, and mastery . . . By focusing on single outcomes such as academic or vocational competence (the "credentialed" competencies) and dismissing the value of social and personal skills ("noncredentialed" competencies), we lose the essential insights of how competencies interact to result in positive outcomes.[1]

Clearly, it isn't enough to teach the traditional three r's—reading, writing, and 'rithmetic. To adequately prepare students to succeed, we need to integrate the three emotional r's—respect, responsibility, and relationships.

School Safety: The Foundation for School Success

Safety is central to the daily operation of a school. Before students can improve test scores, schools must be places that are free from disruptive behavior and discipline problems that interrupt learning.

Safe and effective schools respect and connect *each* student, and law enforcement personnel are among the members of the safe school team who help educators meet that goal in a variety of ways:

- They are caring adults who bond with students in the halls, in classrooms, and at special events.
- They assess the safety of buildings and make recommendations for improvements.
- They refer students to agencies and professionals who can deal with specific behavioral or family problems that interfere with their education.
- They alert school staff to community or family problems that affect the school.

Both physical and social/emotional well-being ensure a positive learning environment.

First, students must *be* safe in our public schools. In California, creating safe schools that are conducive to learning is required by the state's Constitution. Article I, Section 28, approved by the voters in 1982, states in part that "all students and staff of public primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses that are safe, secure, and peaceful."

California's commitment to school safety is also mirrored on the national level, with safety being one of America's primary educational objectives.[2]

And again at the state level, "Schools have a responsibility to provide safe, disciplined, and drug-free environments that enable students to focus on the academic and social tasks designed to foster their development into healthy, productive adults."[3]

Second, students must *feel* safe from intimidation, bullying, rejection, and physical harm before they can enjoy the higher-level pursuits of learning and mastery. "Safe schools allow students to concentrate on learning, teachers to focus on teaching, and parents to be confident their children are in a secure, peaceful environment."[4]

Safe School Planning: It's the Law

In 1997, the Legislature passed Senate Bill 187 (*Education Code* Section 35294, Statutes of 1998) as a way of underscoring the importance of school safety to the overall educational goals of the state. The law mandates safe school planning at every school site:

> It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that targets the safety concerns identified through a systematic planning process.

Specifically, *Education Code* Section 35294.2(l)(b) requires schools to:

- Assess the current status of school crime.
- Identify programs and strategies to provide school safety.
- Include the school's procedures for complying with existing laws related to school safety. The plan must include:
  - Procedures for reporting child abuse
  - Disaster procedures
  - Suspension/expulsion procedures
  - Procedures to notify teachers of dangerous students
  - A policy on sexual harassment
  - A schoolwide dress code
  - Safe ingress and egress procedures
  - Procedures to ensure a safe and orderly environment
  - Rules and procedures on school discipline
  - Hate crime policies and procedures

- Hold a public meeting to allow members of the public to express their opinions about the school's safety plan.
- Keep updated files of all safety-related plans readily available for inspection by the public.
- Evaluate and amend the plan as needed—no less than once per year.

At the federal level, evidence of a school's commitment to safety is a required part of every grant application: "The U.S. Department of Education has announced that the following Principles of Effectiveness will govern recipients' use of . . . funds received under Title IV—state and local programs of the Elementary and Secondary Education-Act—the Safe and Drug-Free Schools and Communities Act (SDFSCA) State Grants Program.[5]

The principles of effectiveness referenced above are the following:

- Principle 1: Conducting Needs Assessments
- Principle 2: Setting Measurable Goals and Objectives
- Principle 3: Effective Research-Based Programs
- Principle 4: Program Evaluation

California has taken an additional step to emphasize the importance of safe school planning by requiring schools to select two or more *performance indicators* that are reported to the California Department of Education (CDE) in *Alcohol, Tobacco, Other Drug, Violence and Health Prevention Programs in California Schools: Annual Report*. The categories are:

- Alcohol and other drugs' use and prevention of their use
- Tobacco use prevention
- Safe schools and violence prevention[6]

Finally, the school's safety plan is now a required part of the yearly School Accountability Report Card (Work Sheet 7-1 of the companion *Safe Schools Planning Workbook;* also, in this guide Appendix C, "Requirements in Existing State and Federal Programs and *Safe Schools, A Planning Guide for Action*").

The Benefits of School Safety Planning

If the only benefit of developing a comprehensive school safety plan were to satisfy the law, then the safety plan would be an inconvenient, bureaucratic step infringing on the time needed to comply with the new Public School Accountability Act (PSAA),[7] which sets targets for the academic success and improvement of each school in the state.

However, far from being a bureaucratic impediment to the focus on achievement, the safe school planning process provides specific benefits that help schools meet their targets.

Improved Test Scores

The plan will help school teams analyze current conditions and then use proven strategies that foster youth development, create caring communities, and decrease discipline problems that disrupt learning. (See Chapter 2 for a more thorough discussion of youth development and its role in school safety and effectiveness.)

The connection between safety, health, a caring environment, and school achievement soon may be easier to evaluate, according to a preliminary analysis of secondary school data from the California Healthy Kids Survey (CHKS). The survey indicates that a significant relationship exists between a school's Academic Performance Index (API) score and four health-related indicators:

1. Perceived safety at school had a very strong, positive relationship with API scores (as measured by the percentage of students who reported feeling "safe" or "very safe" at school).
2. API scores were better when greater numbers of students perceived high levels of assets in four environments: the school, their family, the community, and their peer group. Assets were measured by students' reported perceptions of three protective factors that are consistently related to academic achievement and low levels of involvement in risk behaviors: caring relationships, high expectations, and meaningful opportunities to participate.
3. Eating breakfast on the day of the survey positively affected test scores.
4. The test scores of students who answered yes to whether they used alcohol or marijuana at school were negatively affected.

Despite limitations in the data, the results suggest that schools have higher levels of academic achievement when students report low levels of health-risk factors and high levels of protective factors.[8]

A 1996 study suggests that exposure to violence has a lifelong effect on learning.[9] Similarly, exposure to school and community violence was one predictor of negative school attendance, behavior, and grades in secondary school.[10]

Other promising data come from McNair Elementary School in Hazelwood, Missouri, where a bully-prevention program was instituted in 1992. Students who had been taught at home to fight back when bullied were instead instructed to respond verbally with, "I don't like what you said to me," then "I'm going to ask you to stop," and, if necessary, "I'm going to get help." Victims fill out a form describing the incident to a teacher or counselor. The issue is taken to peer mediation, and the offender is encouraged to sign an agreement not to bully.

Before the McNair program went into effect, the principal dealt with 55 fights a year; now she averages six. In addition, the school's standardized mathematics and reading scores have risen from the fortieth to the sixtieth percentile—in part, she believes, because the students are better able to focus on their studies.[11]

Reduced Staff Burnout and Turnover

Truancy and discipline problems—two major sources of teacher stress and job dissatisfaction—are reduced by safe-school strategies.

In addition, "Public school teachers and law enforcement officials report that violence in their school has a greater effect on students leaving their school than on teachers leaving their school. However, schools with a fair or poor quality of education . . . increase the likelihood that teachers view the problem of violence as a factor on teachers leaving their school. The majority of public school students say that the problem of violence in their school is a factor on students leaving their school."[12]

The Linking of Educational Support Programs and Resources

By linking existing funding sources, equipment, and staff, schools can meet the academic, health, and safety needs of *each* student and thereby raise test scores for the entire school.

One program that has helped students who were disconnected from school and at risk for dropping out is the Coca-Cola Valued Youth Program. It was recognized as an effective dropout-prevention program by the U.S. Department of Education's Program Effectiveness Panel[13] because of its effectiveness in helping 98 percent of its "Valued Youth" to stay in school. The program pairs young people at risk of dropping out as tutors with elementary students. Their willingness to stay in school and to improve academically grows as they develop responsibility for and pride in helping a younger student succeed. They also benefit from the adult recognition and instruction they receive.[14]

Identification of Funding to Meet Needs

A written comprehensive plan can serve many purposes. Grants for student health, curriculum improvement, staff development, character education, conflict mediation, school-to-work preparation, and community partnerships are just a few of the areas and programs that can be enhanced by the comprehensive safe school planning process. The Safe School Implementation Grants (*Education Code* Section 35294.10[b]); the School Safety and Violence Prevention Act (Assembly Bill 1113, Chapter 51, Statutes of 1999); the Safe School Plans for New Schools Program; and Community Oriented Policing and Problem Solving (COPPS) grants are just a few of the resources available for safe school planning. (See Work Sheet 3-3 in *Safe Schools Planning Workbook* for more information on available resources.)

Increased Community Involvement

As they participate on safe school planning teams, community partners will see the positive rewards that come from helping students achieve their potential and avoid behaviors that hurt their own (and the community's) future. For example, almost all business leaders who participate in the popular Principal for a Day program praise school administrators and teachers after they see firsthand the challenging and rewarding job schools are doing, and their commitment to local schools usually increases.

Similarly, parent and community volunteers often start hesitantly as mentors or aides but later express their gratitude for the way their own lives have been enriched by helping students succeed. Often these mentors recruit friends and neighbors to join in the endeavor.

A Powerful Public Relations Tool

The safe school plan is a powerful public relations tool that schools can use to show parents and the community that the school deserves their support. Since July 2000 (and continuing), every school has had to report annually on the status of its school safety plan, including descriptions of its key elements, in the annual School Accountability Report Card pursuant to *Education Code* sections 33126 and 35256.

School personnel are strongly encouraged to use the local media to make known the gains their schools have made in safety and success.

According to a 2001 report, the number of students nationally who enrolled in the public schools of their choice between 1993 and 1999 increased by 50 percent. Today, at least one in four American children attends a school other than the one nearest home (including the 10 percent in private schools).[15]

Safety is clearly one of the selling points schools can use in this new marketing environment. The link between school safety and consequent improvement in academic performance may make school safety critical to the survival of more and more schools. Community members will support schools that meet the safety and academic needs of their students.

Increased Cost Effectiveness

Crime costs are staggering. According to a 1998 study, the estimated monetary value of saving one high-risk youth from life as a career criminal is $1.5 to $2 million.[16] The Carnegie Council on Adolescent Development found that each year's class of high school dropouts, over the course of their lifetime, will cost the nation $260 billion in lost earnings and foregone taxes. Each high school dropout will earn $230,000 less than a graduate and contribute $70,000 less in taxes. Finally, the council found that each additional year of secondary education reduces the probability of public welfare dependency in adulthood by 35 percent, with associated reductions in public costs.[17]

A 1996 RAND study indicates that graduation incentive programs would result in a reduction of 250 crimes for every million dollars invested. In addition to being the most cost effective approach investigated by RAND (the other approaches RAND investigated were home visits, day care, parent training, supervision of delinquents, and three-strikes laws), the graduation incentives program was extremely successful in reducing crime. The arrest rate for participating students was 70 percent lower than that of control group students. The study did not take into account the extra income earned and taxes paid by youths that become responsible citizens instead of criminals.[18]

The High/Scope Perry Preschool Study of comprehensive preschool services for children in families below the poverty level found that every $1 invested in the program returned $7.15 to society through lower costs for remedial education and juvenile justice and increased future earnings. Likewise, low-income children who received comprehensive preschool services through the Perry Preschool Program were 31 percent more likely to finish high school than low-income children who did not participate in the program.[19]

How This Manual Can Help Improve Achievement

The seven-step planning process for safe and effective schools (Chapter 4) provides school teams with a *comprehensive* planning method that does the following:

- It ties school safety planning into other school improvement efforts.
- It serves as a tool for analyzing school data to gain a picture of unmet needs and to identify potential strategies for meeting them.
- It links resiliency, youth development, classroom management, school safety, and academic achievement.

The accompanying *Safe Schools Planning Workbook* provides a systematic planning process based on the material in this guide. Completion of the work sheets in the workbook will result in a comprehensive safe and effective school plan. That plan will comply with all provisions for school safety plans required by March 1 each year in *Education Code* Section 35294. It will also comply with *Education Code* Section 35294.6(b) requiring the school's updated safety plan to be included in the annual School Accountability Report Card in July. And finally, it will provide the following components for applications to the Safe School Implementation Grant program or any other school improvement grant program:

- A comprehensive school-community partnership team
- A complete needs analysis
- A statement of purpose and specific goals based on the needs analysis
- An analysis of current resource use
- Detailed action plans, including goals, objectives, time lines, budgets, and responsible parties
- Evaluation and communication of results

Notes

[1] Karen Pittman and Michele Cahill, *Pushing the Boundaries of Education: The Implications of a Youth Development Approach to Education Policies, Structures, and Collaborations*. Washington, DC: Center for Youth Development and Policy Research, *and* Youth Development Institute (July 1992), 19. Order from the Center for Youth Development and Policy Research. <*http://www.aed.org/us/cyd/publications.html*>.

[2] Title IV of the 1994 Safe and Drug-Free Schools and Communities Act. <*http://www.ed.gov/offices/OESE/SDFS/*>.

[3] *Getting Results, Part I, California Action Guide to Creating Safe and Drug-Free Schools and Communities*. Sacramento: California Department of Education, 1998, p. viii.

[4] National Resource Center for Safe Schools, Northwest Regional Educational Laboratory. <*http://www.safetyzone.org*>.

[5] Safe and Drug-Free Schools and Communities Act (SDFSCA) State Grants Program. <*http://www.ed.gov/offices/OESE/SDFS/*>.

[6] California Department of Education Consolidated Application. <*http://www.cde.ca.gov/iasa/summary.html*>.

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[8] Gregory Austin, "Health Risks, Resilience, and the Academic Performance Index: Preliminary Findings." Unpublished Healthy Kids Factsheet. Davis: California Department of Education, 2001.

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2

What We've Learned About Safe and Effective Schools

"A classroom is saturated with interests, desires, and talents; one of my goals as a teacher was to tap into these sources of energy."[1]

One component of school safety is easy to see. The physical environment (place)—including perimeter security, metal detectors, and guards—is tangible and sometimes seems to be the most efficient means of preserving school safety. Chapter 6 provides more details on how to strengthen this component of school safety.

However, physical security is the second most important component of a safe school. The first is the school's climate (people and programs)—the heart of a safe and effective school. A growing body of research teaches us that this first component is actually our best "line of defense."

So, what does the research show? It shows that "relationship-rich" schools—where students are valued as contributing members of a caring community—are safer schools, less prone to vandalism and aggression, and more conducive to learning.

Building young people's strengths rather than focusing on managing their problems is the heart of the positive youth development model, resiliency research, *and* school safety and effectiveness. Researchers developed the model after looking at what kept the "good" kids on track.

Caring: A Skill, Not an Emotion

Sacramento City Unified School District's Sutter Middle School provides a case study for this "asset-based" approach to school safety and success. Since 1999, when the school earned an Academic Performance Index (API) score of 777 (below the state goal of at least 800), test scores have soared thanks to a highly disciplined staff and their commitment to creating a safe and caring environment. A recent article in the *Sacramento Bee* explained some of the strategies that have led to tremendous gains at the school:

> [Principal Greg] Purcell is renowned for the way the kids' names roll off his tongue, a gesture that many at Sutter believe is a natural gift but which turns out, like almost everything else there, to be a product of the principal's highly disciplined personal regimen.
>
> On a desk in his office, Purcell has a binder filled with his students' pictures, and he thumbs through it daily, connecting faces to names. He also carries in his pocket a little yellow note card on which he has written in tiny print the names of students and something notable about them he wants to remember. When no one is watching, he pulls out the card and studies it.
>
> "I want to know the kids," Purcell told me as we climbed the stairs to the third-floor hallway where he likes to spend every passing period. "I want to have a connection with them, and for them to know I am not just a figurehead who sits in his office and shuffles papers."
>
> The floor on which they're walking is squeaky clean. One reason: Purcell himself picks up litter whenever he sees it. And the kids follow his example. A patrol of five students detached in rotating crews stroll the campus at all times, cleaning up, raking leaves, and doing minor maintenance. A banner outside the office proclaims "Sutter Middle School—The Pride of the City."

> That pride only begins with the tidy grounds. Mr. Becker, the algebra teacher, says Sutter's teachers push their students to the limit, but no further. "They have more work, more research projects, and the projects are more complex," he said.
>
> Teachers elsewhere complain they don't have time to teach the standards and also offer the enrichment they think students need. How does Sutter squeeze it all in?
>
> Merri Lynn Carver, whose son Alex left [a local private school] for Sutter last year, said he was up to speed in math but behind in science and writing. What most impressed Carver was the caring and attentive approach she found from everyone at Sutter. When Alex was struggling to keep up early in his first year, three of his teachers called her at home.
>
> "They just said they'd noticed an unusual pattern and wanted to know what was going on," she said. "They wanted to get to work on turning it around." The result of that kind of attention is a set of test scores that are the envy of the district, and beyond. The average scores of Sutter's students on the *SAT-9* exam are in the seventieth and eightieth percentile in reading, math, language, and spelling. About three-quarters of Sutter's students perform above the national average. That translates into an API score of 839 on the state's new Academic Performance Index, a mark that puts Sutter not only in the top 10 percent statewide but also in the top echelon among schools with similar demographics.[2]

The Characteristics of a Safe and Effective School

Beyond the commitment to knowing students and maintaining a pleasant school environment, there are many other "vital signs" of an effective and safe school. Safe and effective schools . . .

1. ***Start early***—One of the most consistent findings in research on effective violence prevention is that programs must start in the early grades.

   "Early childhood is increasingly recognized as a key stage in the development of aggressive violent behaviors. The development of self-regulation appears to be important during the preschool years. It is also causally linked to other processes that lead to aggressive-violent behavior. Adult to child ratios and the quality of these adult/child interactions are key environmental influences in the development of self-regulation."[3]

   The programs that make the most difference are those in the elementary grades or even preschool. Teachers at Beaverton's (Oregon) William Walker Elementary School are trained to identify antisocial children during the first week of school. Those children go to an alternative recess, where they are taught how to play together. They may have to check in with a counselor when they arrive at school or stay in a monitor's sight on the playground. During the past three years, those and related efforts have reduced suspensions from 175 a year, the highest in the district, to fewer than a dozen a year. "Poor children who attend intensive preschool classes are more likely to graduate from high school and less likely to be arrested than poor children who have not participated in such programs, according to a study that followed graduates of urban preschools for 15 years."[4]

2. ***Respect and connect students while communicating high behavioral expectations***—Teachers and staff find many ways to help students feel that they are known and cared about. They name the strengths they see students using—even when talking about negative behaviors. For example, when talking with students who had been fighting, the adult can name strengths; for example, "You have a strong sense of justice. What are some other ways you could express your need for justice in a situation like this?"

   Safe and effective schools communicate and enforce respect by maintaining high standards through dress codes and codes of conduct for both students and adults.

   - *Respect others.*
     - Show multicultural awareness and appreciation.
     - Use respectful language and behavior.
     - Wear clothes that comply with the dress code.
     - Stop any bullying.
     - Resolve conflicts without fights.

     Researchers confirm the protective power of firm guidance, challenge, and stimulation—and the loving support inherent in students' being respected and having their strengths and abilities recognized. Successful teachers refuse to label their students as 'at risk.' These teachers are trained to look for children's strengths and interests and make use of them for learning.

   - *Foster students' respect for self.*
     - Set goals for academic success and advancement.
     - Avoid drug and alcohol use.
     - Choose behaviors that lead to health and fitness.

     "During the last decade, research on successful programs for youth at risk of academic failure has clearly demonstrated that high expectations—coupled with support—is [sic] a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to college. According to Phyllis Hart of the Achievement Council (a California-based advocacy group), when a poor, inner-city school established a college core curriculum, over 65 percent of its graduates went on to higher education—up from 15 percent before the program began. Several students stated that 'having one person who believed I could do it' was a major factor in their decision to attend college."[5]

     Involve students, staff, and parents in developing both dress and behavior codes. Students and parents will support and preserve what they help create. Make sure that gang attire is prohibited, and train staff in how to consistently and fairly enforce the dress code. Contradictory policies and inconsistent enforcement send mixed messages to students. Staff should serve as role models for students in both behavior and dress.

Schools and districts should develop and distribute a parent and student handbook to all students at the beginning of each school year. It should contain information about:

- Student and parent rights and responsibilities
- District programs
- Security requirements
- Classroom conduct
- Disciplinary policies
- Health and welfare programs
- The school calendar

Require parents and students to provide written acknowledgment that they have received and read the student behavior code handbook, and reward them in some manner for having done so. Excellent examples of both a student and parent handbook and a *Code of Conduct* handbook are included as Appendix C in *School Violence Prevention and Response*.[6]

- *Celebrate achievement.*

  The other side of high expectations is the joy in rewarding success. Schools that succeed make sure that students take part in setting the goals and that they receive ample encouragement for making or exceeding those goals. For example, a school might ask a local television or radio station to put the names of students who *excel* (e.g., in track, academics, science fair, homework completion, tutoring of younger students) on their news shows. Display student work throughout the school. Include stories about individual and group achievements in newsletters to students, parents, and the community.

- *Assign students meaningful roles throughout the school.*

  Students play important roles in running their schools as office helpers, playground organizers (e.g., managing equipment or leading organized play activities), and classroom helpers (e.g., getting materials for their teams or working on assigned tasks within teams). Students are active members of the safe school planning committee and other governance bodies. Even as early as elementary school, students can contribute suggestions and evaluations of prevention curriculum that focuses on good decision making, responsible citizenship, and conflict resolution. Students who help identify and implement safety strategies will have a stake in keeping their campuses safe.

"Schools, as communities, should see themselves as employers. · Every student in the school should have an important and meaningful job. Every student should be developing specific skills and experiences that can be added to his or her resume. Every student should be given performance reviews and recommendations. . . . Too often, the jobs—hall monitor, newspaper editor, student council member, patrol, and line leader—are given out as rewards to those who excel or, at a minimum, behave in class. Is this the best use of these jobs? Is this practice supportive of youth development? [Schools could] develop jobs that students value, job descriptions that reflect job-specific employment criteria, and open up the application process to the full student body. Student success could be measured not just in academic performance but in connection and contribution to the school community."[7]

Involve students in:

- Planning and management of student events
- Campus beautification
- Crime reporting (Encourage students to report any suspicious individuals on school grounds and provide both students and staff with a toll-free, anonymous hot line for reporting weapons offenses and other criminal activity.)

- *Use a "prosocial" focus.*

  Research on cooperative learning found that strengthening social skills can have a positive effect on cognitive development and learning.[8] Weave programs that actively teach problem solving and group interaction into classroom management and school norms.

- *Use service learning.*

  Youth service opportunities are a regular part of the school program. Service learning, as defined by the National and Community Service Trust Act (1993) is "an innovative instructional method that actively involves youth in the curriculum through service to their community." Service learning differs from traditional community service activities in that it intentionally *integrates* the service experience with the curriculum. (See Chapter 3 for more examples of service learning.)

- *Teach students to transition from school to work.*

  High schools include a strong youth employment and vocational training program that includes intensive educational components.

- *Follow through.*

  Effective schools have a process for following up with students—either after conducting a behavior intervention or after hearing about trouble in the home.

3. ***Promote effective classroom management***—"Teachers send signals nonverbally--for instance, in the way they grade homework. Marking an assignment with a big red X sends a signal of judgment and blame. Handing back papers in the order of highest grade to lowest or asking students to grade each other's papers is a devastating signal. It makes that poor performance public knowledge."[9]

   A positive learning environment is the best defense against school violence and is described in *Classroom Management—A California Resource Guide*.[10] Essential indicators of a positive learning environment include the following:

   - Students feel respected and valued.
   - Lessons are tailored to students' individual learning styles and abilities.
   - Students have many meaningful roles in the classroom.
   - Discipline is a shared responsibility.
   - Positive behavior support minimizes learning disruptions.

4. ***Stay small***—Both the school and the classrooms are small, or if the school is on a large campus, the school employs "schools within a school" to reduce anonymity and promote bonding.

5. ***Create community connections***—A dynamic partnership with the community includes volunteers and mentors in the classroom, health and family services on campus, community members on every committee, and recognition and incentive programs for the students. (See Chapter 3.)

   - *Involve law enforcement partners.*

     Members of the law enforcement community are regular staff at the school and are included on committees, in classroom lessons, in tutoring and mentoring relationships, and in after-school activities. Schools that establish collaboration with other community agencies have a system in place to refer students with problems to agencies and professionals who can meet their needs. These types of referral systems need to be in place for elementary students so that they learn positive social behaviors early in their school career. (See Chapter 5.)

   - *Involve parents.*

     From preschool through high school, parents are included as partners in their children's education. Effective schools include them on the safety committee, in planning meetings, and in recognition celebrations.

6. ***Use tested security measures***—The campus perimeter is secured, and there is a carefully monitored visitor policy. (This is part of component 2 of a safe school—see Chapter 6.)

7. ***Avoid "institutionalizing" negative peer groups***—The school makes every effort to mainstream students who have been identified with discipline and behavior problems and to avoid homogenous groupings that have the potential to reinforce negative behavior. The school engages potentially antisocial youth in leadership roles, community service, cross-age tutoring, intergenerational programs, and other group activities that reinforce positive relationships.

   According to a report of the surgeon general, the decrease in youth violence has not been matched by a decrease in antisocial behavior. One of the risk factors is antisocial peer networks, or "reinforced deviancy." The report recommends that schools break up antisocial peer networks, increase academic success, and create a positive school climate.[11]

   "A key task of early adolescence is the development of a stable peer group. Whether that peer group is primarily prosocial or antisocial in orientation significantly affects the probability of aggressive and violent behavior."[12]

8. ***Evaluate results and refine the approach***—Safe and effective schools keep a close watch on how their programs are working, and they make sure that the research is sound before adopting programs. (See "Checklist for Evaluating Research-Based Practices" on page 24.)

Safe and Effective Programs

We no longer have to rely on our own creativity to design programs that promote school safety, achievement, and health. New data on program effectiveness provide us with numerous descriptions of programs that have demonstrated their effectiveness over a period of years. For example, data on the *Good Behavior Game* demonstrate that it helps to reduce early aggressive behaviors *and* continues to show positive results by middle school. Teacher ratings, peer nomination, and independent classroom observations have been used to measure its effectiveness. In each measure it showed positive effects for both sexes by the end of the first grade, compared to children in the control group. By middle school, evaluators found positive results for males who had displayed early aggressive behavior in first grade. They also discovered a 6 percent lower tobacco use for participants.

- The *Good Behavior Game* incorporates several components of an effective program (italicized throughout the description):
  - The game is designed for children in first grade (*start early*) and is aimed at reducing aggressive and shy behaviors.
  - It improves the teacher's ability to define tasks, set rules, and discipline students *(set clear expectations)*.
  - The teacher assigns children to teams, balancing each team with equal numbers of aggressive/disruptive children and social isolates *(know each child; avoid tracking or segregating children)*.

- The teams operate so that the individual is responsible to the rest of the *group (cooperative learning, peer helping, service learning).*
- The teacher clearly defines a set of disruptive behaviors that, if displayed, will result in the team's receiving a demerit. At the end of the game, teams that have not exceeded the maximum number of demerits are rewarded *(prosocial focus).*
- Because the program seeks to modify the behavior of shy children without labeling them as such, shy children are often appointed "team leaders" with the responsibility for handing out prizes *(give meaningful roles and responsibilities).*
- After students are familiar with the rules of the game, the teacher begins the game with no warning, so students are always aware of their own behavior. Teams can follow their progress on a wall chart *(evaluation).*[13]

Several other programs also employ a youth development focus and have demonstrated their effectiveness through evaluation:

- *The Caring School Community Program* was derived from the award-winning Child Development Project (CDP). The program is not a discrete "curriculum" that is separate from the regular, ongoing activities of the classroom and school. Instead, CDP influences all aspects of the school—curriculum, teaching methods, organization, management, and climate.

  CDP is designed for students in elementary school and is based on research showing that primary prevention efforts are most likely to succeed when they start early—before destructive behavior patterns are set. The project's emphasis on the positive development of all children, rather than on "fixing" those deemed at risk, is a major factor in its success as a prevention program.

  To create a caring community of learners, CDP includes an intensive classroom program, a schoolwide component, and a family involvement component. The classroom component has three major parts:

  - Cooperative learning puts students in pairs or small groups to work on tasks that are inherently interesting and require collaboration.
  - A literature-based language arts curriculum accommodates diversity in experience, ability, and achievement and gives all students access to high-quality literature. It also provides opportunities to engage each other's thinking about important social, cultural, and ethical issues that are relevant to their lives.
  - "Developmental discipline" helps students develop a personal, internalized commitment to responsible and caring behavior by emphasizing a proactive, teaching approach to discipline that provides students with adult guidance and opportunities to learn and practice self-control.

The CDP program had positive effects on students that continued when they were in middle school. One significant benefit was the students' *connection to school*. Students from "high change" CDP elementary schools saw their middle schools as being more of a *community* than did comparison students. They liked school more, engaged in less misconduct at school, had higher academic achievement, and expected to complete more schooling than comparison students complete.[14]

- *Big Brothers/Big Sisters (BB/BS)*—although not a school-based program—provides strong evidence about the effectiveness of pairing young people with one caring adult. In a three-year study of the program in eight geographically diverse cities, BB/BS produced an increase in grade point average, especially among minority girls. It also reduced by 50 percent the number of days of school students skipped, and it reduced violent behavior by one-third. In addition, significant decreases in drug and alcohol use were noted.[15]
- The *Consistency Management and Cooperative Discipline (CMCD)* program emphasizes prevention, shared responsibility between teacher and student, value-based discipline, increased communication with parents, and effective instruction. Research and evaluation of the program over a ten-year period show that students in the program had significantly higher achievement scores on national and statewide tests. Schools using CMCD had from 54 percent to 74 percent fewer disciplinary office referrals. The research also showed improvements in the overall learning environment.[16]
- Public health experts list the *Resolving Conflict Creatively Program (RCCP)* as one of the most promising violence prevention programs now in operation. Its uniqueness is its focus on creating school change. School and classroom management is based on a nonviolent value system so that students have a safe environment where they are encouraged to explore peaceful ways of resolving conflict.[17]
- An inquiry method of teaching conflict resolution is explained in *Schools That Learn*.[18] In it, fighters must write a description of what happened—and every sentence must begin with the word *I*. If they write, "He hit me," they have to rewrite the statement using *I*. So, "He hit me" may turn into "I stood in his way," leading to a discussion about how the student could handle the situation next time.
- The Peacemakers Program is another approach to nonviolent schools. It employs a classroom-based, violence prevention curriculum, and, like the Resolving Conflict Creatively Program, infuses a violence-free ethic into the entire school culture. Evaluation of Peacemakers showed a 41 percent reduction in aggression-related disciplinary incidents and a 67 percent decrease in suspensions for violent behavior.[19]

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How to Involve Students in Safe School Planning and Implementation

by Dustin Hall

Member of the California Youth Council Alumni Staff, California Friday Night Live Partnership

▷ Why Youth Involvement Improves Safe School Planning

- *It trains all leaders on intergenerational relationships.* It develops strong and positive relationships, a key to attaining successful outcomes.
- *It involves young people in visible leadership roles.* Involving youth in governance fosters their fullest participation.
- *It trains young leaders.* By bringing young people into leadership roles, we foster growth and shared learning among young people and across diverse groups.
- *It builds a network of adults who support young leaders.* Young people are a force and lead by example. They are inclusive, visionary, willing to serve, and inspiring. They celebrate diversity, are committed, and are accountable.

▷ Role of Youth in Planning a Safe School

The youth ally in the safe school planning process provides a true-to-life insight into the campus. Students have unique perceptions of other students and the school's physical environment, including all the unsafe zones on the campus. Involvement of a diverse group of students provides accurate information about the school's social environment, and a complete representation of the school's culture.

▷ Token Youth Involvement

Using students as figureheads to give the appearance that they are partners in the school planning process is detrimental to the safe school plan and to the students themselves. Token involvement implies being used, and diminishes the student/teacher relationship necessary for learning.

▷ Training Needed for Youth

Formal training on the safe school writing process is not necessary. What may be necessary, however, is an honest discussion between the safe school writer and the youth allies. Discussion points include:

- Reviewing the most current Safe School Plan
- Honest discussion about the role of the youth (either as a link to the student community, culture, and perception, or as writers themselves) and also including honest discussion about how student involvement will affect the final safe school plan.

▷ Tips on Involving Youth—What Worked

It is necessary to create an atmosphere of honesty and mutual trust. To get a diverse group, randomly select two or three students—any students—to provide not only a list of all of the subcultures on campus, but also a list of the leaders within each subculture.

1. Reach out beyond the traditional leaders.
2. Revolve the planning meetings around student schedules.
3. Provide food at the meetings to ensure more energy. Comfort established by a conversation around a snack or meal will carry over into planning discussions.
4. Validate the young people for their participation in meaningful or practical ways like school credit, community service hours, stipends, gift certificates, or letters of recommendation.

▷ Impact on Achievement and Feelings About School

The safe school planning process is an opportunity to engage a cross-section of students who are not already involved in leadership roles. The involvement could lead to higher self-esteem and other successes in academic and school life.

The Top 10 Things Youth Need from Adults

In April 2000, more than 500 young people came together for four days at the Teenwork Training Institute in Costa Mesa, California (*http://www.teenwork.com/*). They worked with adult partners to identify the top ten things youth need from adults:

1 Get to know us! Don't make judgments or stereotypes based on first impressions.

2 Recognize our wisdom and treat us with respect. Trust us to try it on our own.

3 Believe in us and never, ever give up on us.

4 Provide help, support, and guidance with patience, care, and love.

5 Listen. Value youths' opinions and feelings. Be our advocate and ally.

6 Be positive role models. Be trustworthy, honest, fair, and dependable.

7 Provide job opportunities!

8 Make time for us.

9 Work with us in partnership. Have fun with us and teach us what you know.

10 Provide a range of opportunities that are safe, playful, and help us make a difference.

Not All Programs Are Created Equal

" . . . Intervention strategies exist today that can be tailored to the needs of youths at every stage of development, from young childhood to late adolescence. There is no justification for pessimism about reaching young people who already may be involved in serious violence. Another critical bit of information from . . . the research literature is that all intervention programs are not equally suited to all children and youths. A program that may be effective for one age may be ineffective for older or younger children. Certain hastily adopted and implemented strategies may be ineffective—and even deleterious—for all children and youth."[20]

The information presented in *Youth Violence: A Report of the Surgeon General* shows that prevention *works—and* it can be cost effective. In several cases, the long-term financial benefits of prevention were substantially greater than the costs of the programs themselves. Other findings from that report show the following:

- Most highly effective programs combine components that deal with both individual risks and environmental conditions.
- At the time the report was prepared, nearly half of the most thoroughly evaluated strategies for preventing violence had been shown to be ineffective—and a few were known to harm participants.
- In schools, interventions that target change in the social context appear to be more effective, on average, than those that attempt to change individual attitudes, abilities, and risk behaviors.
- Involvement with delinquent peers and gang membership are two of the most powerful predictors of violence, yet few *effective* interventions have been developed to deal with these problems.
- Program effectiveness depends as much on the quality of implementation as the type of intervention. Many programs are ineffective because the quality of implementation is poor.

A comprehensive 15,000-hour study of classroom strategies showed both the positive and negative results of different types of behavior reinforcement. For example, when teachers used students to help set up learning stations before lessons, both behavior problems and transition time were reduced. Likewise, the study showed a positive correlation between academic achievement and the number of meaningful roles and tasks the school assigned to students. Another interesting finding was that when teachers made rewards schoolwide rather than just for their own classes, students bonded better to the school and had fewer chances of engaging in antisocial behavior. However, some common school policies had a negative effect on students. For example, when administrators "threw the book" at students, delinquency increased. Similarly, nagging, scolding, and other behavior-corrections that disrupt the flow of instruction increased behavior problems.[21]

Checklist for Evaluating Research-Based Practices

If your school is looking to buy a prepackaged program, how do you know which ones work? Researchers developed the following checklist to help schools take a critical look at programs before choosing them for their students:

- ☐ Is the program based on theory that is accepted by experts in the field?
- ☐ Does the theory provide a logical explanation of why the program should work?
- ☐ Did the program produce the desired changes in the target population?
- ☐ Was the research conducted by reputable researchers and published in a reputable journal (preferably a peer-reviewed journal)?
- ☐ Did the study use a rigorous evaluation design? Was it conducted by outside researchers?
- ☐ Did the study show no negative effects?
- ☐ Was the study replicated at more than one site?
- ☐ Did school staff in the study implement the program?
- ☐ Were the study students similar to students in our district?
- ☐ Does the program appear to be cost effective?
- ☐ What support is provided?
- ☐ Was the study student population similar to our schools' population?
- ☐ Are references available from schools that have used the program?

(See <*http://www.californiahealthykids*>.)

Figure 2-1 compares research on effective violence prevention programs. Specific page references from the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) document are in parentheses after each topic.[22]

The third column is taken from *Youth Violence: A Report of the Surgeon General*.[23]

For more information on effective programs, see "Databases of Effective Programs" later in this chapter.

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Figure 2-1 Research on the Effectiveness of Violence Prevention Programs

Effective Strategies	*OJJDP Guide*	*Youth Violence*
Primary Prevention		
Behavioral techniques for classroom management	X (pp. 64, 66, 67–69)	X
Reductions in class size	X (p. 63)	
Behavior monitoring and reinforcement		X
Skills training		X
Monitoring and reinforcing the requirements of school attendance, academic progress, and school behavior	X (pp. 79–84; bullying prevention: p. 80)	
Building school capacity		X
Computer-assisted instruction	X (p. 65)	
Continuous-progress instructional strategiesastudents proceed through a defined hierarchy of skills; tested for mastery before advancing to next skill set	X (p. 64)	X
Cooperative learning	X (p. 64)	X
After-school recreation	X (p. 95)	
Nongraded elementary schools	X (p. 63)	
Positive youth development programs		X
Structured playground activities	X (p. 63)	
Tutoring	X (p. 65)	
Youth employment and vocational training programs with intensive education components	X (pp. 102–09)	
Youth service programs	X (pp. 100–02)	
Secondary Prevention		
Community policing	X (p. 120)	
Diagnostic and prescriptive pullout programs	X	
Gang-prevention curricula, gang crisis intervention and mediation	X (pp. 96–100)	
Intensified motorized patrol of school grounds	X	
Parent training	X (pp. 84–6)	X
Home visitation		X
Compensatory education		X
Mentoring relationships that include behavior management techniques	X (pp. 90–5)	
Moral reasoning		X
Neighborhood block watch	X (p. 124)	
Social problem solving		X
Appropriate placements for disruptive secondary school students	X (pp. 70–2)	
Tertiary Prevention		
Thinking skills		X
Police interrogations of suspicious persons near school	X	
Social perspective/ role taking		X
Behavioral interventions		X
Skills training		X
Marital and family therapy by clinical staff	X (pp. 88–90)	X
Wraparound services		X

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Resilience, Youth Development, and Asset Development— A Summary of the Research

Research findings from Gregory Austin and California Healthy Start showed the following: "The exciting research findings were that parent-family connectedness and perceived school connectedness were protective against every health risk behavior measure. . . . *While much emphasis is placed on school policies governing adolescent behaviors, such policies appear . . . to have limited associations with the student behaviors under study* (emphasis added). Rather, school connectedness, influenced in good measure by perceived caring from teachers and high expectations for student performance was found to make the critical difference."[24]

How do we make each school into a caring and connected community? It does not require additional programs or curricula. Sometimes change may be as easy as a smile, a pat on the back, or a question about a pet. It may be as difficult as setting aside time to memorize names and faces and to know enough about all students to be able to link them to programs and opportunities that will help them grow and mature. Maybe it means learning a few phrases in someone's native language.

The theories of resilience, youth development, protective factors, and asset development are *not* about new programs that must be added to the already overflowing plate of what schools are required to teach. Instead, these are *strategies*, or methods, for doing what needs to be done in a way that builds students' strengths.

For example, SB 65 of 1985 created school-based pupil motivation and maintenance programs that require the use of student study teams (often referred to as student success teams) to reinforce a positive approach. The legislation and *Student Success Team Booklet* tell us *what* must be done. That is, a team, including the student, parent, teacher, counselor, and other school/community members who can provide support, meets to develop a written plan of action for teaching the student self-control and how to respect boundaries. *Resilience and youth development* give the team an *approach* that shows *how* to meet that goal by finding and nurturing the strengths and prosocial desires of the student.

The focus of youth development is a shift from youth risk to environmental risk. Under the youth development framework, schools will ask, What can we do to the environment to build assets and opportunities for kids?, instead of asking, What can we do to fix the kids?

The following definitions for the positive youth development theories are taken from *Getting Results, Update 1.*[25]

- *Asset development*. A vision that names the core elements of healthy development and the community actors needed to promote these building blocks.

- *Protective factors.* Relationships, social experiences, social environments, and competencies that protect youth from health-compromising behavior and increase positive outcomes. External supports and opportunities for youth, such as caring relationships, high expectations, and meaningful participation in activities, are known to foster positive developmental outcomes.
- *Resiliency.* The ability to bounce back in the face of adversity and to weather the effects of stress, insult, or injury. Resiliency-based research and practices focus on environmental and psychological factors that can help children transcend adversity.
- *Youth development.* An approach that helps youth build strong relationships with others, learn new skills, and give back to the community.

For people to be resilient, research tells us they need certain protective factors—qualities and characteristics that help "defend" them from unhealthy influences. When schools make a conscious effort to give every child protective factors, then those schools have created havens that encourage healthy behaviors.

Classroom connections can be very effective in giving students a majority, if not all, of the protective factors. The following list was synthesized from research by the National Longitudinal Study of Adolescent Health, Bonnie Benard, the SEARCH Institute, Michael Resnick, Nan Henderson, and others. (See *Getting Results, Update 1* for a thorough summary of the research findings on resiliency, protective factors, and youth development.)

- *Success*—Academic programs need to be both rigorous and adaptable to fit the different learning styles and abilities of individual students so they can succeed.
- *Someone who believes in them*—Every child needs someone who has high expectations for her or him and offers encouragement and support. Teachers, parents, mentors, and other school staff and volunteers all play important roles in making sure that each child has a "cheerleader."
- *Service*—Schools need to give each child meaningful roles in serving not only the classroom and school communities but the larger community as well.
- *Skills*—Students need to feel competent in making decisions, being assertive, and managing their emotions.
- *Self-worth*—Students need to feel that they have value.
- *Perseverance*—Students who learn to persevere are able to experience the rewards of facing a challenge and mastering it.
- *Spirituality*—Faith in something bigger than themselves has a profound ability to give students hope (*Getting Results, Update 1*, pp. 33, 36).
- *Safety*—Students need to feel and be safe from bullying and prejudicial acts.
- *Others*—Humor, inner direction, perceptiveness, independence, a positive view of their personal future, flexibility, love of learning, and creativity are other protective factors that schools can foster.

In "For Want of Connectiveness," Ronald W. Garrison and Bonnie Benard had the following to say about resilience:

> A common finding in resilience research is the transformative power of teachers and schools to tip the scale from risk to resilience when they provide the three protective factors of caring relationships, high expectation messages, and opportunities for participation and contribution. Caring relationships means adults in the school listen to students and genuinely enjoy them. High expectation messages translates into adults in the school conveying the belief in each student's capacity to be successful and provide multiple opportunities for them to be so. Opportunities for participation and contribution mean adults in the school give students the power to make decisions, plan, solve problems, create, and work with and help others in their school and community."[26]

Research by M. J. Mayer and P. E. Leone showed promising results for creating an atmosphere of nonviolence in schools. They found that when schools relied on metal detectors and locker searches to achieve student safety, data showed higher rates of reported victimization in those schools than in schools where an atmosphere of safety was created through adherence to rules.[27]

Effective classroom management is essential if teachers are to have the time and energy to make youth development an integral part of each lesson so schoolwork is relevant for each student. Discipline problems not only rob the class of time on task; they also rob the perpetrators of a sense of mastery and service. The acting out is a way of expressing frustration and nonengagement with the lessons, the classroom community, and maybe even themselves.

What Current Data Tell Us About School Safety

According to the 1999–2000 *California Safe Schools Assessment* report, the chance of a homicide in a California school is less than one in a million, matching the national figures. Since 1993, the overall national school crime rate (theft, assault, and weapon violations) for students ages twelve to eighteen years has declined, as have rates of crime outside of school for this age group.[28]

According to a national report on crime written in 2000:

- Homicides are down by 13 percent; news coverage is up by 240 percent.
- Suspensions are up while crimes are down.
- Kids are more fearful in "secure buildings."
- More than 99 percent of violent deaths of children occurred outside school.[29]

In a 1999 report, the U.S. Secret Service and U.S. Department of Education analyzed 37 school shootings. They found that while there is no typical profile of a child who commits violence, the following recurring elements (all of which have implications for prevention) emerged:

- The attackers had planned their attacks, told others of their grievances, and often gave details about their plans.

- Two-thirds of the attackers felt bullied, persecuted, or threatened.
- More than half had a history of feeling extremely depressed or desperate.
- More than three-fourths had difficulty coping with a major change in a significant relationship or loss of status, such as a lost love or a humiliating failure.

The authors of the study warn against overreliance on metal detectors, SWAT teams, profiles, warning signs and checklists, zero tolerance policies, and software. Instead, they emphasize the importance of listening to students, dealing fairly with such grievances as bullying, improving communication in school, keeping guns away from children, and investigating promptly and thoroughly when a student raises a concern.[30]

The surgeon general's report, *Youth* Violence (Executive Summary—*<http://phs.os.dhhs.gov/library/youthviolence/summary.htm>*), found that, just as in California, the decrease in youth violence has not been matched by a decrease in antisocial behavior. This finding may be partially because schools are challenged to educate more students with severe behavior problems. Although these students represent only 1 to 5 percent of a school's enrollment, often they can account for more than 50 percent of the behavioral incidents handled by school office personnel.

School–law enforcement partnerships can be invaluable in meeting the needs of these students. Law enforcement partners can help schools set up referral systems so that these students receive comprehensive behavioral support from a variety of community agencies.

Databases of Effective Programs

Listed below are a number of databases the reader should find useful:

- California Healthy Kids Youth Survey. Development strategies, concepts, and research. Toll-free help line at (888) 841-7536. *<http://www.wested.org/hks>*.
- California Youth Connection: Empowering youth for leadership. *<http://www.calyouthconn.org/directory.html>*.
- *Catalog of School Reform Models.* Sixty-seven school models compiled by the Northwest Regional Laboratory. None focuses exclusively on safety, but they are models that have proven effective in raising academic achievement—one of the essential aspects of making schools safer. *<http://www.nwrel.org/scpd/natspec/catalog>*.
- Center for the Study and Prevention of Violence (CSPV). *Blueprints for Violence Prevention. <http://www.Colorado.EDU/cspv/blueprints/promise/Default.htm>*.
- *Youth Violence: A Report of the Surgeon General.* Descriptions of specific programs that meet standards for model and promising categories (Appendix 5-B). Appendix 5-B also includes a section on *ineffective* programs. *<http://www.surgeongeneral.gov/library/youthviolence/chapter5/appendix5b.html>*.
- Healthy Kids Resource Center. *<http://www.hkresources.org/>*.

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- *The Nuts and Bolts of Implementing School Safety Programs.* Vera Institute of Justice, November 2000. Programs that have been researched for effectiveness and are categorized by topic (e.g., academic enrichment, anger management, bullying, family issues, gangs). *<http://www.vera.org/main.html>*. See list of publications.
- Programs That Work project of the Division of Adolescent and School Health (DASH) in the U.S. Centers for Disease Control and Prevention (CDC). Programs that work for preventing unhealthy lifestyles. *<http://www.cdc.gov/nccdphp/dash/rtc/index.htm>*.
- *Safe Schools, Safe Students—A Guide to Violence Prevention Strategies.* A project guided by Drug Strategies Board of Directors and funded by a grant from the William T. Grant Foundation, 1998. *<http://www.drugstrategies.org/>*.
- *School-Based Prevention: Critical Components.* The Centers for the Application of Prevention Technologies (CAPT). A list of prevention programs that use community partnerships. The programs are organized at three levels: individual students, schools and classrooms, and the larger community environment. *<http://www2.edc.org/capt/services/products/papers/schoolcrit/>*.
- UCLA School Mental Health Project. An exhaustive resource list for school research and practices. (Under "Quick Find," use pull-down menu under "Select a response to a frequent request." *<http://smhp.psych.ucla.edu/>*.

Positive Youth Development Resources

The following are some valuable resources on positive youth development:

- California Healthy Kids. Web site offering research, newsletters, consultants, and other resources to help schools develop healthy assets in their students. *<http://www.californiahealthykids.org/>*.
- *Getting Results, Update 1.* Excellent summaries of research on youth development and asset-building strategies. *<http://hec.cuesta.com/c/@p0VOW7HinXyYU/Pages/updates.html>*.
- International Youth Foundation (IYF) *<http://www.iyfnet.org/document.cfm/22>*.
- Resilience Net. A collaboration of Assist International, Inc., and the ERIC Clearinghouse on Elementary and Early Childhood Education. *<http://resilnet.uiuc.edu>*.
- *Toward a Blueprint for Youth: Making Positive Youth Development a National Priority.* U.S. Department of Health and Human Services, Administration for Children and Families, Family and Youth Services Bureau. *<http://www.acf.dhhs.gov/programs/fysb/blueprint.htm>*.
- Youth Development as a Violence Intervention Model (National Youth Violence Prevention Resource Center). *<http://www.safeyouth.org/topics/dev.htm>*.
- *Youth Development Strategies, Concepts and Research.* A supplement to the California Healthy Kids Survey—resilience module report—that lists effective, resiliency-based programs from adventure learning to 21st Century Community Learning Centers. *<www.wested.org/hks>*.

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- YouthInfo. A Web site created by the U.S. Department of Health and Human Services (HHS) and currently maintained by the Family and Youth Services Bureau (FYSB) of HHS. HHS and FYSB designed this site for those interested in learning about America's young people, their development into productive adults and engaged citizens, and ways to help them achieve their full potential. *<http://www.acf.dhhs.gov/programs/fysb/youthinfo>*.
- *Youth Today, The Newspaper on Youth Work. Covers* youth development; juvenile justice; gang and violence prevention; adolescent health; teen pregnancy, sex, and parenting; after-school programs and mentoring; job training and school-to-work; and best practices.*<http://www.youthtoday.org/>*.

Notes

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3

Beyond the School Door

Our democratic traditions are based on successful collaboration of all stakeholders affected by our public policies. Successful educational reform seeks the contributions of students, parents, members of the community, staff, and policymakers at the local, state, and federal levels. All participants have a stake in and are accountable for the planning, implementation, and evaluation of reforms that respond to the diversity of the students and families of California.[1]

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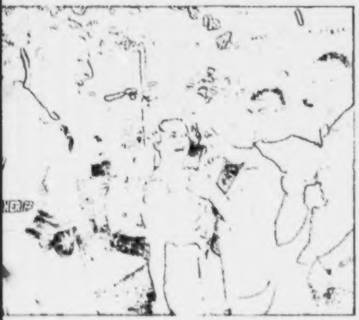

Just as youth development is the heart of a safe and effective school, integration with other school and community efforts is its soul. Schools are not islands, and safety does not—cannot—begin and end at the school door. Children who come to school undernourished, neglected, or abused are students who fall outside the safety net. However, cooperative work among community partners and the linking of funding sources, curricular priorities, and family services make safety for the community—and the school—possible.

A comprehensive *and* effective safe school plan is one that *integrates* safe school planning and funding with all school and community planning efforts. The collaboration is necessary—not because of law (*Education Code* Section 35294) and not because of funding (the School Safety and Violence Prevention Act [AB 1113, Chapter 51, Statutes of 1999]) but because it is the only way to achieve the desired results.

Burbank OutReach Center—Communication Fosters Collaboration

Burbank OutReach Center is an example of a successful school-community partnership. It is home to an interagency team that includes a police detective, a probation officer, a school district child welfare and attendance specialist, and a social worker from the department of children and family services.

The idea for the center envolved when all the agencies realized they were all working with the *same* students—ones who were having behavioral difficulties at school and in the community. The agencies agreed that better communication among them would improve desired behaviors and reduce the number of students who would "slip through the cracks." After discussing the concept for a combined service team, the agencies signed an agreement that each would support its own staff person in a multiagency setting. The teamwork that has grown from the agreement results in a greater ability to track and monitor clients and to coordinate data collection.

The center operates much like an emergency room for troubled youth and families—people who are undermining positive school/community environments by repeated involvement in violence, disruptive behavior, gang involvement, and/or drug and alcohol abuse. The center receives referrals from its respective agencies, and the fire department also refers juvenile fire setters.

The center measures program effectiveness via such indicators as improved school attendance, academic progress, "clean" drug tests, reduced numbers of suspensions and school referrals for disruptive behaviors, and reduced criminal activity. Students and families receive rewards for progress.

School staff members who refer students are invited to attend meetings with the students and families at the center, share their concerns, and help plan a course of action. Families participate in creating a "contract" to improve specific behaviors and receive referrals to associated services that will assist them in making the changes. Counseling services, parenting classes, community service options, tutoring, literacy assistance, and job placement or training are some of the related services. School personnel and OutReach staff monitor families for compliance with conditions of the contract. Follow-up meetings include honoring students' successes or setting next steps if a student has failed to improve.

Community partners like the Burbank Service Club and the Sunrise Kiwanis provide no-cost activities for students who have made positive efforts to improve in school. Club mentors host field trips that provide opportunities for students to communicate with caring adults and participate in community events. The parks and recreation department helps students participate in city-sponsored recreational activities. Other agency partners include Boys and Girls Club of America and the YMCA. Boy Scouts and Girl Scouts provide no-cost memberships and "camperships" to families who cannot afford membership fees.

Data collection shows that the center's interagency approach has produced more positive effects and desired change than did individual agencies efforts before the partnership was established.

Appendix D provides samples of interagency information-exchange forms.

Collaboration—Everyone on the Same Page

A safety committee . . . a policy advisory committee . . . a curriculum committee . . . a family-services committee . . . a training committee . . . If schools hope to meet the new, more demanding academic accountability goals, they will need to work "smarter" and link with other community efforts to strengthen families, neighborhoods, and student achievement.

The good news is that there are many resources available to help. The bad news, however, is that often they are all working in isolation. Busy people are often confused and frustrated when they are asked to sit on community committees that are "reinventing the wheel."

In *Pushing the Boundaries of Education*, Karen Pittman and Michele Cahill note:

> Schools, thus far, have engaged in collaboration to broaden the service base to meet student needs [that] are now recognized as a prerequisite for achievement. We argue that there must also be collaboration to broaden the knowledge base. Schools must actively seek partners to build a broader vision of what education should be and can accomplish. Schools must actively seek partners to devise strategies, train staff, and develop opportunities for students. Schools must actively seek partners in creating environments, both inside and outside school walls, that foster learning, growth and engagement. Most important, schools must seek partners in developing a broader base of outcomes against which they hold themselves and the other institutions that

touch youth accountable. State policymakers can and must play a critical role in providing leadership, incentives, and standards for the development of this new system of accountability.[2]

Funding Databases

Listed below are Web sites that list resources and programs, by geographic location, that will help school safety and improvement planning teams identify potential partners:

- "Resources/Community Partners/Service Providers" lists funding sources available in your school or district. (Download the Healthy Start Request for Applications—the funding chart is at the end.) *<http://www.cde.ca.gov/healthystart/hsrfa.htm>*.
- The California Department of Education maintains a Web page on safe school grant sources. *<http://www.cde.ca.gov/spbranch/safety/prog_sum>*.
- The California Department of Education's fiscal office has a site showing what funding districts received. See the section on data summary/sharing resources. *<www.cde.ca.gov/sfsdiv/categorical>*.
- The California Department of Education also maintains a Web site listing *all* grants: *<http://www.cde.ca.gov/funding>*.
- AB 1113 (the School Safety and Violence Prevention Act, Chapter 51, Statutes of 1999) fund recipients and amounts are listed on the following Web page: *<www.cde.ca.gov/sfsdiv/categorical/program36.html>*.
- The State-Funded Youth Violence, Crime, and Gang Prevention Survey is a California collabaorative data collection project involving 29 government agencies. After obtaining an approved user code, visitors can search the site for violence prevention projects that are funded in their counties. Projects are listed by county, and include the agency, contact phone numbers, types of service available, target populations, and funding levels. *<http://www.adp.ca.gov/cf/dojpreventionsurvey/>*.
- "Gateway to a World of Resources for Enhancing Mental Health in Schools" is a links map that provides quick access to relevant resources on the Internet. It is also a tool to facilitate various forms of networking and to help analyze strengths, weaknesses, and gaps/inequities in available resources. This gateway can be the starting point for enhancing collaborative partnerships among key groups with overlapping interests related to mental health in schools. *<http://smhp.psych.ucla.edu/>*.

Figure 3-1 will help to end frustration and show how the resource puzzle can fit together. The figure gives a simplified look at the many partners that are available to assist with safety, academic achievement, and family services programs.

Figure 3-1 The Collaboration Jigsaw

Partners' activities	*Law enforcement*	*Parks and recreation*	*County health, mental health*	*Businesses*	*Seniors, individuals*	*Schools*	*Community-based organizations*
Before school	Safe passage, athletic leagues	Recreation programs on campus	Early mental health initiative, Safe Routes to School program	Bus stop beautification	Safe passage	Healthy Start *<www.cde.ca.gov/healthystart/>* Child Care and Adult Food Program	Boys and Girls Club activities, Big Brothers/Sisters mentors
During school	School resource officers, prevention classes, mentoring	Supervisor-structured play activities, fitness training	Crisis counseling, family mental health	Vocational education, attendance incentives, career days, Principal for a Day	Classroom aides, reading coaches, hall monitors, mentors	AmeriCorps, Student Academic Partnership Program (SB 316)	Academic Volunteer and Mentor Service program
After school	Sports leagues, peer court, moot court, ride-alongs, challenge grants, security planning, Saturday school	After-school sports, leadership training	Counselors, family services at school	Games, behavior awards, school and community beautification	Tutors at after-school center, homework helpers	Local child care planning councils, after-school learning centers, community events, family health services	Service clubs, service opportunities
Training	Violence prevention, campus safety, substance abuse prevention	Volunteer playground leaders	Postcrisis responses, bullying prevention, peer mediation	Youth preparation for work	Careers, genealogy, community history	Temporary Assistance to Needy Families (TANF) recipient Training Child Development Centers	Careers, job readiness
Service learning	Peer court, traffic court, ride-along, moot court, police explorers	Youth sports leaders, physical fitness	Peer mediation	Internships, core services, one-stop career centers, Intensive Services Program	Assist at senior centers, adult career mentors in community	AmeriCorps, service projects connected to curriculum (ex.: in science do stream restoration)	California Conservation Corps, structured service opportunities (food and clothes drives)
Positive behavior supports	Recognize students for good behavior	Recognition for achievement	Children's System of Care	Tutors	Friends, mentors, foster grandparents *<www.aging. state.ca.us>*.	Classroom management, teaching good behavior	Organized, positive activities that reward achievement
Community-based family resource centers	Sharing information, community policing, parent information classes	Child care, activities, sports during appointments	Interagency Children's Services Act (SB 997 and SB 786), Community Development Block Grant, Social Services Block Grant, Child Welfare Services	Job training and placement	Friends, mentors, foster grandparents *<www.aging.state.ca.us>*	Community-based English tutoring program, Even Start Family Literacy Program	Services
Crime prevention	Burbank academy, Juvenile Crime Enforcement Challenge grants (Work Sheet 3-3)	Night sports leagues	Substance Abuse Block Grant	Community-wide public relations campaign	Neighborhood and school watch programs	For a list of prevention programs, see Healthy Start Resources chart.*	California Mentor Initiative
Alcohol and drug prevention	DARE program, lead students in communitywide prevention campaigns	After-school recreation and sports	For a list of prevention programs, see Healthy Start Resources chart*	Community-wide public relations campaign	Mentors	For a list of prevention programs, see Healthy Start Resources chart*	Community tobacco use prevention program

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* Healthy Start Resources Chart (at end of RFA—*<http://www.cde.ca.gov/healthystart/hsrfa.htm>*.

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Collaboration Makes (Dollars and) Sense

Discussions about multiagency coordination often sound as if schools are on the receiving end of the benefits. However, schools are equal partners in the cost-effectiveness equation, as the following examples illustrate:

> County Health service providers in the Central Coast collaborative complained that they had too many broken appointments: 19 percent for services at their traditional locations. The whole collaborative looked at similar broken appointment rates for school-based health services. They found school-based health appointments were broken only 5 percent of the time. Since county agencies pay their employees for all of their work time but can only bill the state or federal government for clients seen, the agencies soon realized that locating their service providers at the school increased revenue and cost effectiveness. Since then, many more county providers have been housed at schools to sustain and enhance support to children and families.[3]
>
> To sustain two site coordinators who covered five schools, the district coordinator in one northern California urban district calculated the total dollar amount of in-kind services coming into each of the five schools. She then approached the principals, showing them the value of all the services coming into their schools and asked each to contribute $10,000 to support the coordinators' salaries. When the principals realized $10,000 was about 8 percent of the total services each of their schools received, they agreed. LEA Medi-Cal dollars paid the rest of the coordinators' salaries.[4]
>
> In Alameda and Contra Costa counties, the East Bay Public Safety Corridor Project (EBPSCP) has been a catalyst for reducing serious violence and juvenile homicides. The EBPSCP is a multi-jurisdictional collaboration of cities, towns, law enforcement agencies, school districts, and health departments that works cooperatively to reduce jurisdictional disputes over youth accountability, and facilitates sharing of pertinent information about violent and at-risk youth. In addition, the project works closely with elected municipal officials and law enforcement to establish local gun ordinances, truancy abatement programs, and selective crime mapping in targeted neighborhoods. Between 1993 and 1997, homicides in the seventeen jurisdictions in the project dropped over 30 percent.[5]

Most funding agencies look for signs of cooperation, so the existence of a smoothly functioning partnership will aid local communities in identifying and competing for funds. For example, the Office of Criminal Justice Planning (OCJP) targets nearly $5 million in grants for local law enforcement agencies that work with other governmental and community agencies. They favor partnerships that create or expand traditional crime prevention programs (such as Neighborhood Watch) and use community-policing programs to target crime and gang-infested neighborhoods. Challenge grants (from $50,000 to $200,000) are awarded to schools and communities that:

- Target a specific geographic area population.
- Target a specific group for services that reduce violence.
- Serve suspended and expelled students.[6]

The Benefits of Collaboration Beyond Finances

In the words of California Attorney General Bill Lockyer, "The recent school shootings at Santana and Granite Hills High schools have shown how valuable partnerships between schools and law enforcement can be. There is no question that lives were saved due to the quick reactions of cops on those campuses. We need to continue to support and pursue new strategies that prevent school violence from erupting at our schools."

Community partners are not the only missing pieces of the collaboration puzzle. Sometimes there are hidden resources and partners within a single agency or school. For example, two requirements of the school improvement program (SIP) that have no funding attached to them are the requirements to conduct a multicultural needs assessment and to offer staff development for teachers serving migrant children. School Safety and Violence Prevention Act moneys and Title IV (IASA) funds can be used to meet the two requirements.

In addition to cost effectiveness, there are many other benefits to school-community collaboration. The following sections suggest some of the many ways that school and community collaboration strengthens the educational and safety missions of schools and contributes to the overall health of the community.

Community-Based Partnerships

Literally hundreds of community partners are available to join school-planning teams (see Fig. 3-1). The examples below will help to spark dialogue about possible partnerships that will improve school safety and performance while strengthening the community. Integrate law enforcement partners in each program to provide the most comprehensive safety planning.

Before- and After-School Programs

"A safe school provides students with several options before, during and after school. Schools must work with the community's local recreation department, social services agencies and youth and civic groups to ensure that children and their families have a safety net of agencies, advocates and services available to them."[7]

After-school programs keep children of all ages safe and out of trouble during the after-school hours when juvenile crime hits its peak. In communities with comprehensive after-school programs, children are less likely to commit crimes or to be victimized and are less likely to engage in risky behavior such as drug, alcohol, and tobacco use. After-school programs also can help to improve the academic performance of participating children because the programs encourage them to focus attention on areas where they are having difficulties. Many programs connect learning to relaxed and enriching activities that improve academic performance. Both teachers and parents report that children who participate in after-school programs develop better social skills and learn to handle conflicts in more socially acceptable ways. Children indicate that they have higher aspirations for their future, including greater intentions to complete high school and attend college.

Businesses and community agencies that assist schools in providing before- and after-school activities help themselves *and* their communities. The percentages of robbery and aggravated assault peak at 3 p.m. and remain high until after 9 in the evening. Additionally, one in five of all violent crimes involving juvenile victims occurs between 3 p.m. and 7 p.m. on school days. The Federal Bureau of Investigation's (FBI's) National Incident-Based Reporting System (NIBRS) reports that juveniles are at the highest risk of being victims of violent crime during the four hours following the school day (roughly from 2 p.m. to 6 p.m.).[8]

Police Activities Leagues (PALs) operate in more than 25 communities throughout California and involve over 50,000 youths. Cities that have a PAL program show consistently lower juvenile crime rates than cities of comparable size that do not have one.

For example, the PAL program in Keyes, California (Stanislaus County), has all but eliminated graffiti in the town, and the crime rate has dropped between 25 and 30 percent, according to the Stanislaus sheriff's crime analysis unit.

About 420 Keyes youngsters are PAL members and have the "junior deputy" ID cards to prove it. The program involves them in Tuesday, Thursday, Friday, and Saturday programs such as basketball, table games, and other sports. When school is in session, PAL offers tutoring and is setting up a computer lab in the community center with the help of the Stanislaus County Private Industry Council. PAL volunteers also stay in contact with teachers so they will know when youngsters have homework assignments. The program stresses homework first—play later.

The Keyes PAL has a junior board that establishes and enforces rules of conduct. "The junior board can be pretty tough," according to the president of the PAL adult board. "We teach them that this is your stuff, your center, your community, and anyone who damages it is causing damage to you. You are not snitching when you report that person. You are standing up for your rights, protecting your property."

Parks and recreation departments can be invaluable partners in programs such as PAL. They support police by providing training and facilities. They can also serve as administrators for the programs so that police officers can interact with youths and avoid being mired in administrative details. On a broader level, parks departments can offer the involvement of community action groups such as the parks and recreation commission, arts commission, and community citizen groups to work on solving mutual problems.

Five after-school programs in rural Lake County have been in operation since 1998. Middle school students around the county participate in enriching learning opportunities from the moment the school day is over until 6 p.m., Mondays through Thursdays. Each program begins the afternoon with an hour for homework completion and academic skill building, followed by an enrichment hour in which are offered a broad range of learning opportunities, such as cooking, photography, science, crafts, and clay.

One night a week is teen activity night. The gyms are open for structured activities for all children. During the summer, a six-week recreational program is offered in conjunction with summer school. After the first year of operation, evaluation results indicated an increase in the overall student grade-point average, and decreases in disciplinary referrals, detentions, and suspensions of students in the program. Staff report that students are turning homework in on a regular basis, making new friends, and having fun. Staff also report that school-day teachers are more and more supportive, and many are interested in donating time or becoming involved in the program as tutors or supervisors of a club activity.[9]

Even teens over age fourteen need after-school programs, as demonstrated by the Quantum Opportunities program for high school students. Youths not participating in the program are six times more likely to be convicted of a crime and significantly less likely to finish high school or attend college. After-school programs for teens involve constructive activities, caring adults, and valuable job skills. In addition, participants learn to get along with others and experience the satisfaction of serving their communities.

For more information about starting or funding an after-school program, visit the following:

- After-School Learning and Safe Neighborhoods Partnership Program (California Department of Education). *<http://www.cde.ca.gov/afterschool/>*
- Afterschool.gov—Connecting you to federal resources that support children and youths during out-of-school hours. *<http://www.afterschool. gov/>*
- *After-School Programs: Keeping Children Safe and Smart*—(U.S. Department of Education site). A directory of organizations that provide information and assistance on a broad range of education-related topics. *<http://www.ed.gov/Programs/EROD>*
- Twenty-first Century Community Learning Centers. *<http://www.ed.gov/21stcclc/>*

Community Relations—Reporting Results

Students, parents, and community partners all play important roles in sharing news about school programs and successes. As the school becomes a more integral part of the community, it automatically builds support for its programs. For example, a student-led clothing drive to assist low-income families cannot only publicize the responsibility of students but also culminate in a communitywide festival that welcomes neighbors to the school. While enjoying a cultural potluck banquet, neighbors can view student work and enjoy music or skits.

Businesses can post student artwork or display science projects to show neighborhood clients that the schools are producing talented, contributing members of the community.

Area businesses and news media can display colorful student posters that highlight the positive aspects of the school's safety plan.

Area news media can provide on-the-job internships for students to develop public service announcements about upcoming community events at the schools or to honor student achievements, such as increases in the school's API scores.

Everyone in the community benefits psychologically from hearing positive news about youths' contributions and about the health, safety, and achievement of the local schools. Likewise, when students see these public expressions of pride in the school's safety and achievement, they see that the community cares about them and encourages their success.

Confidentiality/Record Sharing

Schools, law enforcement agencies, and community health providers often serve the same families but are hampered by a lack of information about all of the circumstances that affect the family. (In California, personal information about a student, such as child protective services records detailing a family history of child abuse, are protected from disclosure under constitutional and statutory provisions of state law [*Penal Code* Section 1167.5]). Partnerships like the one in Burbank that include information sharing save each agency time and money. For more information about record sharing, see Appendix D.

Counseling

When this document was being developed, California had a ratio of students to school counselors of 979 to 1 (compared to a national average of 561 to 1). Partnerships with both public and private mental health professionals can help meet the immediate needs of students in a timely manner and speed the delivery of public agency services. For more information, visit <*http://www.cde.ca.gov/spbranch/ssp/*>.

Crisis Intervention

Crisis prevention and response are classic examples of programs that require collaboration. Schools need to collaborate with local law enforcement, fire, rescue, and civil response organizations to identify and map school structures and to develop appropriate responses. The State Office of Emergency Services (OES) already provides site inspections and coordination for emergency disasters in the state and could assist local law enforcement and school districts in the school-site mapping effort. Qualified security experts could conduct school safety assessments as part of a *crisis prevention plan*. (See Chapter 6 herein and Safe School Work Sheets 5-4 through 5-6 in the companion *Planning Workbook* for more information on crisis response planning, or visit <*http://www.cde.ca.gov/spbranch/safety/crisis.html*>.)

Family Support

California's Healthy Start (*Education Code* Section 8800 et seq. <*http://www.cde.ca.gov/healthystart/*>) is designed to establish school-linked services for children and families to bring an end to the current fragmentation and separation of school and city or county programs. For an example of how a Healthy Start collaborative weaves services together, see the Greenfield Union School District example—"The Benefits of Safety Planning at the District Level"—at the end of Chapter 4.

Gang Risk Intervention

The most common gang prevention program for middle and high schools is a collaborative community, school, and law enforcement effort called the Gang Risk Intervention Program. It is funded by the California Department of Education and operates in 15 counties. The program provides on-campus counseling about gangs through school counselors, police, and gang specialists. It also includes sports and recreational activities, job training, and apprenticeships. Visit <*http://www.cde.ca.gov/spbranch/safety/*> for more information.

Hate Crime Prevention

Most police departments have operations directives for dealing with hate crimes. Schools should contact their local police departments for suggestions on this and other prevention issues. In addition, most city and/or county human relations commissions can help schools deal with hate crimes.

The California Department of Education manual *Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement, and Communities* includes policies and methods for dealing with perpetrators, victims, and the media.

Regional training workshops are designed to assist school staff in:

- Determining incidents and crime motivated by hate or bias
- Developing strategies for reducing bias
- Developing mutual appreciation and respect—<*http://www.cde.ca.gov/spbranch/safety/*>

Hate incidents and crimes are now a mandated part of the California School Safety Assessment (CSSA) Report and are defined as an act against a person or property which manifests evidence of hostility toward a victim because of his or her actual or perceived race, religion, disability, gender, nationality, or sexual orientation. *Education Code* sections 200, 220, 233, and 48900.3 outline the policies and procedures schools must follow in dealing with hate violence. California *Penal Code* sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95, and 628 (Title 11.6, "Civil Rights") define hate-motivated crimes.

Language and Reading Tutors

"When poor children enter school they are two to three years behind their more affluent peers in almost every measure, which does not bode well for a state [California] in which 26 percent of all children live in poverty . . . Complicating the challenge . . . are the high poverty rates among the families of English-language learners."[10]

Alone in a strange culture and unable to speak the language, it is no wonder that many of California's immigrant children see schools as less than safe places. However, caring adults who take time to talk with them, read books to them, or practice basic words with them help to create more caring and safe environments for these children. Tutors could be anyone from the school resource officer to a parent volunteer or senior citizen. The payoff will be worth the effort it takes to make the match.

For example, two Sacramento police officers assigned to the Oak Park Revitalization Project volunteer as readers at Marian Anderson Elementary School. Neighborhood officers fit their reading into days packed with crack house sweeps and traffic stops in the community surrounding the school.

Leadership

Recent research is leading to changes in the roles of leaders. The ability to be a convener and a facilitator of shared decision making is particularly important as it relates to parent and community partnerships. School leaders who are not trained in facilitation might find business or law enforcement partners who will mentor them in using those skills during community planning meetings.

Meeting Basic Needs

"Statewide, the share of children living within impoverished families has climbed 24 percent since the late 1970s, now standing at one million youngsters in the state. Clearly . . . the state must work not only at improving education policy, but at improving the living conditions of California's poorest families and children."[11]

Churches, boys and girls clubs, scout troops, and other community-based organizations can help students organize service projects. Those activities can teach students about community responsibilities and provide valuable assistance to families in need. Clothing and food drives, toy drives at holidays, or letter-writing partnerships with senior citizens are just a few of the many service projects that students can organize with the help of community partners.

For example, on Thursdays of each week, students at the Lake County Teen Connection After School Program work on their community service projects, which include coat drives, campus clean-ups, participation in community events, visits to retirement homes, and other projects.

Parent Involvement

Parents can play many roles as partners in making schools safe. As members of the safe school planning team, they can help with all stages of the plan, from research through public involvement and publicity. They can serve as hall monitors, reading coaches, playground supervisors, and organizers of special events. Most of all, they need to feel that their input is valued and that they are equal partners in the process. (See *<http://www.cde.ca.gov/fc/family/partners.html>*.)

Safe Alternatives

"Research has revealed that to prevent or reduce rates of substance abuse and violence among youth, school-based prevention should involve a coordinated approach combining complementary strategies that promote change not only at the individual level but also at the school, peer, family, community, and larger society levels."[12]

For example, sworn peace officers are the teachers at an innovative violence prevention class in Sacramento. Project SAVE (Safe Alternatives and Violence Education) is a collaborative project of the Sacramento County Office of Education, Sacramento County Probation Department, Sacramento Sheriff's Department, Sacramento City Police Department, and the 16 school districts in the county. The project replicates a successful program that originated in San Jose and is an effort to help young people break the cycle of violence and begin to lead healthy, productive lives.

Project SAVE is a nonpunitive intervention program for adolescent first-time offenders, ages ten through eighteen years, who have been involved in violence or weapons possession on or near a school campus. Students attend a six-hour Saturday class held three times a month at the county office of education or county probation department. There, they learn from peace officers some of the stark realities about weapons, violence, and healthier life choices. The class requires parent participation, and it culminates in a communitywide celebration dinner where students receive honors for their successes.

Follow-up data indicate that an average of 86 percent of students who complete Project SAVE were not cited for any additional offenses after completion of the class. An additional indication that the program is successful comes from analyzing the sources of referrals. When the project began in 1998, a majority of the referrals came from probation personnel. Currently, 67 percent of the referrals come from schools, and only 31 percent come from probation offices. The shift in referrals indicates that schools are using Project SAVE as an early prevention tool.

For more information, visit *<http://www.sac-co.k12.ca.us/news/library/2000/june/02save.html>*.

Safe Passage

"A major concern expressed by students in focus groups is their fear of walking to and from school. It is difficult for law enforcement personnel to cover all school access routes during the critical before- and after-school hours. School districts and law enforcement officials across the state can encourage more community participation in helping to develop safe passage strategies."[13]

"School officials should also work with police and community leaders to ensure the walk to and from school is crime-free and nonthreatening. Together they can work on ways to shut down drug houses and stop illegal group activities in school neighborhoods. The local U.S. attorney and city and county officials represent some excellent resources to cultivate. Their support is critical to abate gangs, drug activity and graffiti."[14]

Many school communities ensure the safe passage of students to and from school by instituting "safe houses." These are homes along the route that are designated by signs encouraging students to stop there if they are experiencing trouble. Safe-house parents (or grandparents) are trained by local law enforcement on how to respond to various types of trouble.

Every fire department also serves as a safe house and can help by explaining the program to students at an assembly or in classroom presentations.

School-Community Policing and School Resource Officers

The Santa Rosa Police Department's School Resource Section program will soon cover every high school and middle school in the district. The program, which once drew criticism from some who thought having an armed officer on school grounds would create a negative image, has evolved into one that is welcomed by nearly everyone involved.

In 1994, the police department won $300,000 in federal funds for four officers to be placed in schools, but the school district voted against the city's request that it foot 35 percent of the program's cost. Trustees were not convinced officers were needed on campus and said they would prefer to spend district money on educational matters.

A combination of city funds, federal and state grants, and school district money pays the average $100,000 per officer annual cost for six resource officers. The school district's share is about $72,000 of the total cost, according to the district's figures.

Officers describe themselves as part cop and part social director at their schools. They interact with students in extracurricular activities such as basketball, gardening, and white-water rafting trips to show students that police officers are just regular people. Officers note that enforcement is the least necessary of their responsibilities, which also include role modeling, crime prevention, and education.

When the plan was first proposed, some school administrators and teachers opposed it because crime on campus had not been documented as a serious problem. Opposition waned as the financial burden was spread and as people realized that the police were not on campus simply to arrest students.

In the School Resource Officer program (SRO) in Glendale, full-time police officers are assigned during the school year to three junior high schools and four high schools in the police department's jurisdiction. Officers also visit elementary schools that feed into their assigned schools.

The resource officers are responsible for keeping lines of communication open between the police department and the schools while they work to encourage—"through every available means"—desirable behavior on the part of youths in the community. In the process, they are also responsible for helping create and maintain a safe environment in and around the schools they serve. Resource officers are counselors, teachers, role models, caring adults, and problem solvers for the students. In their training, they learn to distinguish between being a disciplinarian and a "bad guy," and engage in such fun activities with the students as meals, dances, and athletic events.

As a part of their job description, SROs:

- Provide a safe and secure environment.
- Provide educational presentations to students, staff, and parents regarding law enforcement and safe and healthy lifestyles.
- Attend drug abuse resistance training (DARE) (<*http://www.dare.com/index_3.htm*>).
- Teach DARE, youth and law, and health and safety classes each week.
- Coordinate with other resources such as the community family counseling center, the boxing program, the varsity spirit program, and the explorer program.
- Understand and support school policies, procedures, and legal codes that apply to minors and schools.

In addition to the SROs, the Glendale police department conducts 35 youth programs, projects, and services. Some of the services include:

- Assigning an investigator to focus on juvenile and school-related issues as well as keeping school site plans for all the Glendale schools.
- Assigning officers to patrol all campuses and arrest truants and trespassers; participating in truancy sweeps and multiagency gang sweeps; providing assistance to school district attendance clerks.
- Conducting the police explorers program that trains a group of young volunteers in an educational program that provides high school academic credits and exposes them to potential careers in law enforcement.
- Teaching a youth in law class with a district attorney's office representative. Students and their parents learn how the juvenile justice system works and how they need to make restitution for offenses while modifying their behavior.
- Offering a youth boxing program for students referred by their schools because of behavioral risk concerns.

- Staffing the Glendale Police Activities League during after-school hours.
- Providing Project Plus, a project that takes high school students camping overnight and fosters tolerance of different cultures. Officers teach anger management and appreciation for others while providing caring adult role models for the kids.
- Assigning officers to sit on the youth coalition, the safe and drug-free schools advisory committee, the safe schools committee, the school attendance review board (SARB), and other youth-servicing alliances in the community.
- Assigning officers to provide event security and to attend career days and PTA or administrator forums.
- Providing sober graduation and Every 15 Minutes programs to help students understand the potential negative impact of drinking and driving. *<http://www.communitypolicing.org/publications/shtimes/s3rollma.htm>*

Fresno police officers work closely with schools in ten of the city's most crime-ridden neighborhoods. The county probation department has access to Fresno Unified School District's schools' attendance records so probation officers can track truancies.

Teams were originally designed to allow probation officers to monitor students with criminal records. Today, the teams' duties have grown, and officers work to develop relationships with all students so they can benefit from the students' knowledge of what is occurring on campus.

In San Leandro, members of the Council for the Prevention of Drinking and Driving spend the month before graduation visiting ten local high schools in a program called Sober Graduation. The council includes representatives from all law enforcement agencies, city councils, school districts, and many community organizations from San Leandro, Hayward, Castro Valley, and San Lorenzo. The council has been conducting the program since 1983.

Partnerships between schools and local law enforcement have been very successful in a variety of communities (see *<http://www.cde.ca.gov/spbranch/safety/scpp00-01.html>* for a list of grantees). Among the many other things they can do, law enforcement partners (including fire department staff) can help with:

- Coaching, tutoring, and mentoring students to show community caring.
- Conducting fingerprinting and other background checks on prospective employees and volunteers.
- Determining the effectiveness of methods used to identify and refer troubled students to alternate placement (such as those who exhibit an obsession with guns, arson, and torturing animals). The FBI and other organizations are modeling these strategies, but many experts warn that they may not be accurate enough for school officials to use them for removing students from school. Law enforcement partners can offer valuable advice on difficult cases.
- Planning security assessment and crisis response.

- Reducing and preventing truancies.
- Referring students facing behavioral difficulties to community agencies and programs.
- Teaching students about safety, violence prevention, and healthy lifestyles.
- Teaching students about conflict mediation.
- Assisting with victim reimbursement programs such as peer court or community service.
- Checking the school's exposure to safety hazards, such as toxins or heavy traffic from nearby commercial areas.

Service Learning

Service learning is one of the protective factors that lead to student safety and success. A 1996 evaluation of Learn and Serve programs by Brandeis University showed the power of service learning to positively affect individual students, schools, and community organizations. Service learning programs showed *statistically significant positive impacts* on the following:

- Engagement in school and educational aspirations
- Core-subject grade point average (GPA) and grades (overall)
- Personal and social responsibility
- Leadership and acceptance of cultural diversity.[15]

"Two-thirds of the young people surveyed in youth participation programs in Israel and the United States reported that they learned more or much more in their community experiences than in their average class in school. Additionally, participants showed greater increases in problem-solving abilities, in their levels of personal and social responsibility and in their attitudes toward people different from themselves than did non-participants . . . Among 6th through 12th graders who are in single-parent families or families with a history of abuse or parental addiction, those who participated in religious organizations, school extracurricular activities, or community clubs and organizations were significantly less likely to exhibit 'at risk' behaviors than those who did not."[16]

In another study, youths who participated in community-based organizations were 26 percent more likely to have received recognition for good grades than are American youth generally. They were nearly 20 percent more likely to rate their chances of graduating from high school as 'very high'; and 20 percent more likely to rate their chances of going to college as 'very high.' "Despite the challenges they face at school, in their neighborhoods, and often at home, teens who participated in the community-based organizations we studied generally achieve more in school than typical American youth."[17]

Service learning is not only for A students or those in specific school-to-work transition projects. The presiding juvenile judge, the chief probation officer, and community or government leaders are invaluable partners in establishing community service and restitution programs for troubled youths. Individuals involved in vandalism and malicious mischief can be assigned to service projects that give them a positive way of making amends for their offenses. Placer County's Peer Court has become a model for this type of partnership. (See Chapter 5 for more details about the program.)

For service learning ideas, go to the California Department of Education's CalServe site, <*http://www.cde.ca.gov/calserve/*>, or contact Youth Service America, <*http://www.servenet.org*>.

Sharing Within the School Community

Schools are required to coordinate their programs in the Consolidated State Plan and Consolidated Application process. Also, the federal Elementary and Secondary Education Act (ESEA)/Improving America's Schools Act (IASA) requires federal and state programs to be coordinated. Work Sheets 3-2 and 3-3 in the *Safe Schools Planning Workbook* will help schools list all of the programs and funding sources that they have so they can analyze how to integrate them. For example, school-planning teams should consider how each of the following programs or types of programs (as well as others serving their school) could be blended to develop a stronger, more comprehensive approach:

- Healthy Start
- School improvement
- Community policing
- Public School Accountability Act (PSAA)
- Tobacco Use Prevention Education (TUPE)
- Title I (IASA program for children in high-poverty areas)
- Title IV (IASA)—Safe and Drug-Free Schools and Communities Act (SDFSCA)
- Migrant education
- Vocational education

Students Are Partners, Too

SPIRIT (Student Problem Identifying and Resolving It Together) is a mediation program that brings students together in homogenous groups to see if there are prejudices that would not be revealed if the group were mixed. After this step, administrators and program staff work with students in heterogeneous groups. They discuss emerging issues and work through the differences. This comprehensive intervention has been successful in working with students from kindergarten through grade twelve and with community members, parents, and law enforcement personnel.

The SPIRIT Council at Hoover Senior High School in Glendale Unified School District works throughout the year to plan cultural diversity and cultural understanding activities. SPIRIT Council teaches students nonphysical means to resolve conflicts and to contribute positively to the community. Examples of their work include Red Ribbon Week activities, Yellow Ribbon Week activities, a canned-food drive in November, a toy drive in December, and Read Across America. SPIRIT Council strives to involve all types of students working side by side to solve common problems and conduct community activities.

SPIRIT at Hoover High boasts more than 300 members and recently coordinated a fund-raiser involving the Make a Wish Foundation to help a Hoover student with brain cancer. The students raised the entire goal of $3,400 at one event. Students, staff, faculty, school resource officers, community members, and local retailers all volunteered or donated merchandise.[18]

Supervision and Caring Relationships

Parents, business partners, senior citizens, and volunteers from community-based organizations can build relationships with students while at the same time helping to make the campus safe through supervision. For example, while having lunch with a student, an adult mentor can help supervise hallways, playgrounds, restrooms, or other trouble spots. Classroom visits and participation in special events are other ways to provide students with caring adults as role models.

Education Code Requirements for a Comprehensive School Safety Plan

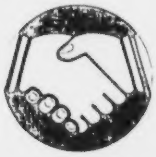
The following *Education Code* sections detail some of the requirements for a comprehensive school safety plan:

> **35294.1(b)(1).** . . . the schoolsite council . . . shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
>
> **35294.1(2).** The schoolsite council may delegate this responsibility to a school safety planning committee . . .
>
> **35294.2(a).** The comprehensive school safety plan shall include, but not necessarily be limited to, the following:
>
> (1) Assessing the current status of school crime . . .
>
> (2) Identifying appropriate strategies and programs that will provide . . . school safety and address the school's procedures for complying with existing laws related to school safety . . .
>
> (A) Child abuse reporting procedures . . .
> (B) Disaster procedures, routine and emergency.
> (C) Suspension, expulsion, or mandatory expulsion recommendations . . .
> (D) Procedures to notify teachers of dangerous pupils . . .
> (E) A sexual harassment policy . . .
> (F) The provisions of any schoolwide dress code . . .
> (G) Procedures for safe ingress and egress . . .
> (H) A safe and orderly environment . . .
> (I) The rules and procedures on school discipline . . .

The comprehensive plan should comply with the principles of the Safe and Drug-Free Schools and Communities Act and address policies and procedures for dealing with hate crimes.

The Seven-Step Planning Process for Safe and Effective Schools

Planning a comprehensive school safety plan comprises the following steps and actions (see Fig. 3-2).

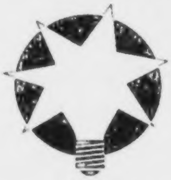


1

Identify your planning committee members.

(*Education Code* sections 35294.1[b][1–4]; 35294.2[d]; and 52852)

- Solicit broad representation of all stakeholder groups (students, parents, staff, community).
- Integrate with other planning/restructuring committees, such as the school site council (*Education Code* sections 35294.1[2] and 35294.2[d]) and the Title IV advisory council).
- Establish ongoing communication updates such as faxes, e-mail messages, or a Web page.



2

Create a vision of your school as a place where students are safe to learn. Base that vision on youth development.

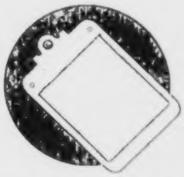
- Brainstorm a clear vision of what you want the school to be like.
- Examine the school's mission statement for references to school safety.
- Integrate the vision statement with vision statements for other school improvement efforts.

3

Gather and analyze data.

(*Education Code* Section 35294.2[a][1]; *Penal Code* Section 628.2)

- Review available school data about current programs, needs, policies, procedures, and funding sources.
- Review existing data sources from the school, district, and community. (e.g., California Safe Schools Assessment [CSSA], California Healthy Kids Survey; suspension data; individualized student/staff/parent surveys; site inspection information; police, probation, and fire department reports; insurance claims)
- Inventory resources. (e.g., people who can integrate resources from related programs)
- Identify areas of pride and strength.



4

Identify areas of desired change; set your major goals. (How can we get there?)

- Identify areas needing change or improvement from information your committee has collected.
- Explore possible causes for safety concerns and rank them.
- Assess your resources and make a list of priorities for action.
- Select overall goals that are attainable during the academic year.

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5

Select and implement strategies for each safe school component.

(*Education Code* Section 35294.2[a][2])

- Develop time-limited, measurable objectives to achieve the planning goals for both of the safe school components.
- Identify activities to accomplish each objective. Assign responsibilities and develop timelines, including completion dates.
- Develop evaluation criteria and timelines.
- Make sure the plan complies with existing laws related to school safety.
    - a. Child abuse reporting (*Education Code* Section 35294.2[a][2][A]; *Penal Code* sections 11165.7[a]; 11165.14; 11166)
    - b. Disaster response procedures (Standard Emergency Management Systems [SEMS]) (*Education Code* sections 35294.2[a][2][B]; 35295–35297; *Government Code* sections 8607 and 3100)
    - c. Suspension and expulsion policies (*Education Code* sections 35294.2[a][2][C]; 48900–48926)
    - d. Procedures for notifying teachers about dangerous pupils (*Education Code* sections 35294.2[a][2][D]; 49079)
    - e. Sexual harassment policy (*Education Code* sections 35294.2[a][2][E]; 212.5; 48900.2)
    - f. Schoolwide dress codes prohibiting gang-related apparel (*Education Code* sections 35294.2[a][2][F]; 35183[a][2]; 48950)
    - g. Procedures for safe ingress to and egress from school (*Education Code* Section 35294.2[a][2][G])
    - h. Procedures to ensure a safe and orderly environment (*Education Code* Section 35294.2[a][2][H])—The two action plans
    - i. Rules and procedures on school discipline (*Education Code* sections 35294.2[a][2][I]; 35291; 35291.5)
    - j. Procedures adopted under the Safe and Drug-Free Schools and Communities Act
    - k. Hate crime policies and procedures (*Education Code* sections 200; 233; 48900.3; *Penal Code* sections 422; 422.6; 628)

Safety
Plan

6

Communicate the safety plan to the public.

(*Education Code* sections 35294.2[e]; 35294.8[b])

- Keep an updated copy available for public inspection.
- Present it to the school board, at parent-teacher meetings, to the student council, and at Back-to-School night.

7

Evaluate your progress and revise the plan.

(*Education Code* Section 35294.2[e]; get approval from the district or county office—*Education Code* Section 35294.8[a])

- Monitor the implementation of the plan.
- Determine if goals are being achieved. Are you getting results?
- Reassess your safe school vision, committee members, and priorities yearly.
- Report on the status of the school safety plan in the annual School Accountability Report Card.

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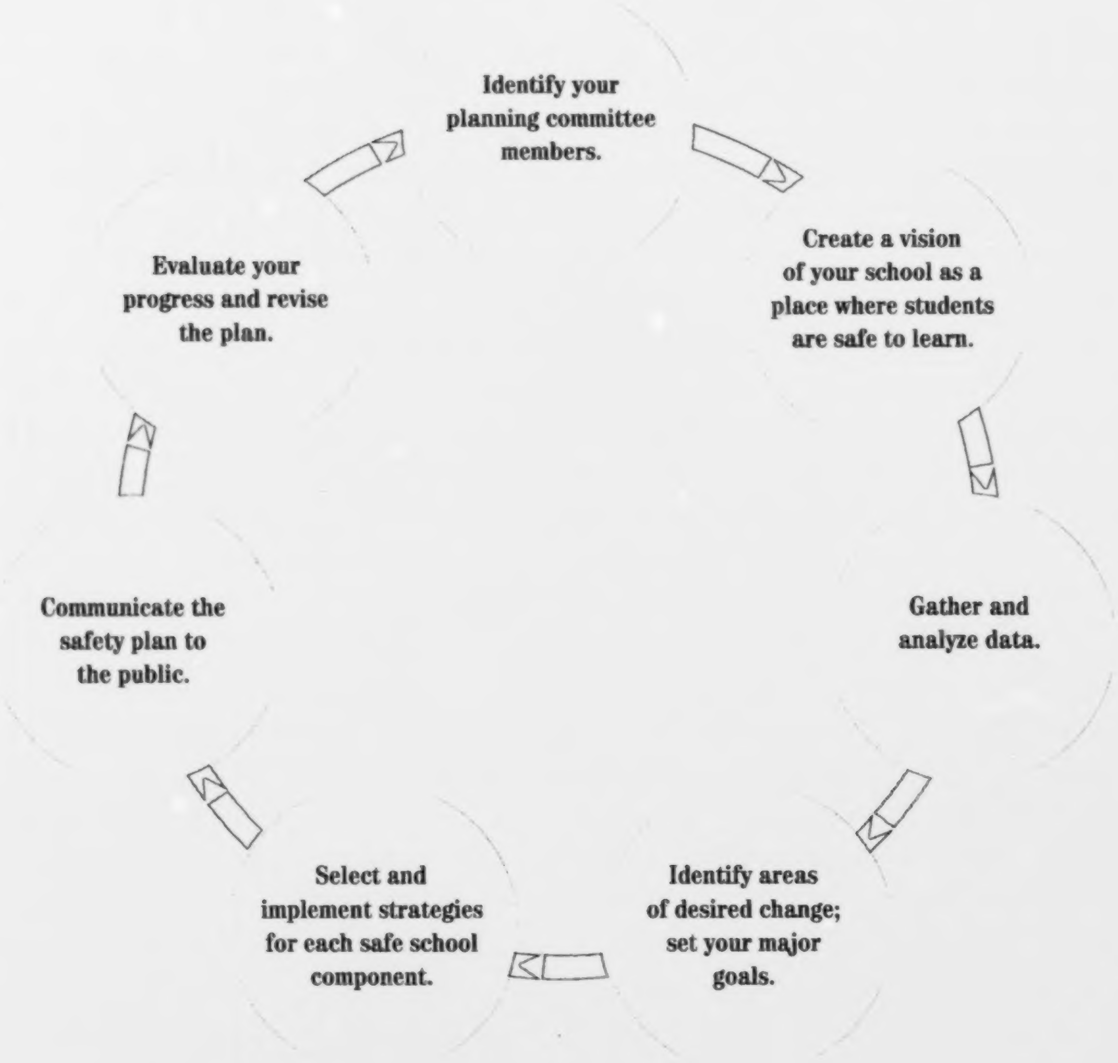
Figure 3-2 The Seven-Step Safe School Planning Process


Identify your planning committee members.
Create a vision of your school as a place where students are safe to learn.
Gather and analyze data.
Identify areas of desired change; set your major goals.
Select and implement strategies for each safe school component.
Communicate the safety plan to the public.
Evaluate your progress and revise the plan.

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Additional Resources

For more strategies that have shown success in California communities, see *Great Ideas for Safe Schools* on the Safe Schools Web site of the California Department of Education at *<http://www.cde.ca.gov/spbranch/safety>* or on the Web site of the attorney general's Crime and Violence Prevention Center at *<http://caag.state.ca.us/cvpc/>*.

For more information on collaboration, see *California's Healthy Start—Strong Families, Strong Communities for Student Success* (1998), p. 32, "Creating Integrated Approaches"; *<http://www.cde.ca.gov/healthystart/>*.

See, too, the National Crime Prevention Council's Web site for more resources and ideas on community partnerships and violence prevention: *<http://www.ncpc.org/>*.

Notes

[1] Consolidated State Plan, "Principles Underlying California's Reforms," No. 3. *<http://www.cde.ca.gov/iasa/summary.html>*.

[2] Karen J. Pittman and Michele Cahill, *Pushing the Boundaries of Education: The Implications of a Youth Development Approach to Education Polices, Structures, and Collaborations.* Washington, DC: Academy for Educational Development, Center for Youth Development and Policy Research, 1992, n.p.

[3] *Destination—Sustainability.* Davis, CA: California Healthy Start, 2000, p. 12. (Contact the Healthy Start field office at (530) 754-6343 or (530) 752-1277 to order the booklet.)

[4] *Destination—Substainability*, p. 13.

[5] *School Violence Prevention and Response—Final Report of the School Violence and Response Task Force.* Sacramento: Governor's Office of Criminal Justice Planning, 2000, p. 37.

[6] Office of Criminal Justice Planning, *<http://www.ocjp.ca.gov/>*.

[7] Ronald D. Stephens, "Web address, No. 9," National School Safety Center (NSSC). *<http://www.nssc1.org/>*.

[8] *Juvenile Offenders and Victims: 1999 National Report.* OJJDP NCJ 178257. Washington, DC: National Center for Juvenile Justice, 1999. *<http://www.ncjrs.org/html/ojjdp/nationalreport99/toc.html>*.

[9] Lake County Teen Connection After-School Program, Twenty-first Century Learning Centers. Upper Lake, CA. Contact: Shannon Smith, 707-279-0880.

[10] Elizabeth Burr and others, *Crucial Issues in California Education 2000: Are the Reform Pieces Fitting Together?* Berkeley, CA: Policy Analysis for California Education (PACE), 2000. (Executive Summary). *<http://www-gse.berkeley.edu/research/PACE/pace_publications.html>*.

[11] Burr, *Crucial Issues.*

[12] *School-Based Prevention: Critical Components.* Newton, MA: Centers for the Application of Prevention Technologies, 1999, n.p. *<http://www2.edc.org/capt/services/products/papers/schoolcrit/>*.

[13] *School Violence Prevention*, p. 39. *<http://www.ocjp.ca.gov/publications/pub_schlvio.htm>*.

[14] Ron Stevens, "NSSC Web site; "Message from the Director," Strategy address, 13. *<http://www.nssc1.org/>*.

[15] Bonnie Benard, "Kids in Action and Other Service Learning Programs Produce Results," in *Schoolwise Approaches for Fostering Resiliency*. San Diego: Resiliency in Action, Inc., 2000, pp. 37–39.

[16] Pittman and Cahill, *Pushing the Boundaries*, p. 25. Order from Center for Youth Development and Policy Research: <*http://www.aed.org/us/cyd/publications.html*>.

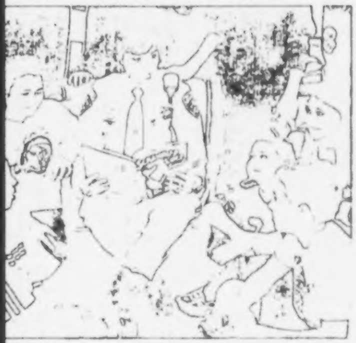
[17] Milbrey McLaughlin, *Community Counts: How Youth Organizations Matter for Youth*. Washington, DC: Public Education Network, 2000. PDF downloadable file from <*http://www.PublicEducation.org/cgi-bin/pubs/web_store.cgi?page=p72.htm&cart_id=*>.

[18] Contact Stephen Thom, Mediator and Trainer, Community Relations Services, U.S. Department of Justice, Los Angeles, (213) 894-2810.

4

The Safe School Model

. . . precisely because a learning space can be a painful place, it must have one other characteristic—*hospitality*. Hospitality means receiving each other, our struggles, our newborn ideas, with openness and care.[1]



What does a safe and effective school look like? As a visitor there, what would you see? It is a place where students are on task, parents and community volunteers work one-on-one with learners, and students serve as office greeters, hall monitors, classroom organizers, playground game organizers, and equipment managers. It is a place where you will sign in and wear a visitor's badge. The rooms and halls are well lit, comfortable, and colorful, with student work on the walls. The grounds are neat and litter-free. You are greeted wherever you go, and you notice that students and adults treat each other with respect and in a friendly manner. You would see security staff, but aside from their uniforms, their roles are no different from those of other volunteers. They are engaged in friendly learning activities with the students.

How does a school achieve these results? The answer involves management of complex change (see Fig. 4-1) and working through the ongoing seven-step process summarized and described in the following pages. The *Safe School Planning Guide for Action Planning Workbook* will walk your school planning team through the process, which is based on *Education Code* Section 35294. The seven steps are more detailed but completely consistent with the principles of effectiveness defined by the U.S. Department of Education (assess needs, set goals, implement programs, and evaluate).

As we noted in previous chapters, the safe school plan is not separate from other school plans. It is *part* of a *comprehensive* safe and effective school plan.

Figure 4-1 Managing Complex Change

Components of change						*Potential attitudes*
	Skills	Incentives	Resources	Action plan	=	Confusion
Vision		Incentives	Resources	Action plan	=	Anxiety
Vision	Skills		Resources	Action plan	=	Gradual change
Vision	Skills	Incentives		Action plan	=	Frustration
Vision	Skills	Incentives	Resources		=	False starts
Vision	Skills	Incentives	Resources	Action plan	=	***Change***

Step 1 Identify Your Safe School Planning Committee Members

This step seems simple, but it will make or break your efforts to create a safe and effective school. In this step, you gather the stakeholders who will ensure that the safe school process is integrated into other school and community planning efforts.

Keep in mind that district plans do not replace school-site plans. In large districts, it is often helpful for community and law enforcement representatives to serve as members of a districtwide committee rather than duplicating their efforts by sitting on numerous school-site committees. A comprehensive districtwide safety plan also benefits local schools by providing a model and by including many of the policies that are required by law (see Step 5.) However, even when there is a districtwide plan, each school *is required* to develop a plan to meet specific school-site concerns. (Step 3 describes the data that will help schools determine the types of programs they need.)

"Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to Section 52012 or 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school."[2] In spite of this provision of the law, the safe school committee *can be a subcommittee* of another school planning team, such as the *school-site council* or the *healthy start collaborative*. This structure may be advantageous in making sure that the safe school plan is an integral part of the overall school plan.

Stakeholders to Include in Safe School Planning

The School Violence Prevention and Response (SVPR) Task Force found that certain essential stakeholders are not, typically, included in safe school planning: "Finding 2: Many schools do not actively involve parents, teachers and students in developing a community consensus about how to best ensure school safety. This lack of involvement may contribute to the perception that schools are unsafe and vulnerable to violent acts."[3]

Whether the safe school planning team is a subcommittee of a larger group or a stand-alone committee, it is important to include all stakeholders (see Work Sheet 1-1 in the companion *Safe Schools Planning Workbook*). A brief description of key members follows.

In schools serving multilingual families, the following strategies may help both students and parents to participate:

- Post safe school meeting notices in both English and the major language(s) of the parents and students.
- Hire a translator for the meetings.
- Ask the language class (for example, Spanish II) to translate the workbook into the predominant second language.

Teachers

Teachers are invaluable planning members and provide insights into what is and is not working on the playgrounds, in the cafeteria, and in the classrooms. They will also be on the front lines when it comes to implementing the plan.

Other Key Staff Members

Other key staff members include administrators, support staff, counselors, security personnel, and custodians—people who know firsthand about strengths and weaknesses in the school's physical plant and social climate.

Students

Students *must* be involved in the planning process. Without their participation in all aspects of the school's operations, they are merely targets *of* learning strategies rather than participants *in* the learning process. To be stakeholders, they need to take responsibility for their own learning process. In San Diego and Glendale, gang members who participate on the safety committee have been able to alert the school to planned gang fights, illustrating the importance of involving students from a variety of student groups.

Hoover Senior High School (Glendale) Principal Kevin Welsh describes the value of including students: "By including our students in our Safe School's planning and discussions we not only have learned about what is occurring on our campus from their perspective, but more importantly the students have become partners in helping us keep the school safer. By having this partnership with students, the sensitive and difficult issues such as discussions of racial and ethnic relations become more comfortable, which leads to more effective site planning." Hoover's safe school plan description is on Figure 6 in the companion *Safe Schools Planning Workbook.*

The California Youth Connection provides examples of how youth serve as resources. These are former foster youths that lobby and advocate for youth and especially foster youth.[4]

District Representatives

District representatives such as the school attendance review board's (SARB's) coordinator, district grant writer, Title IV coordinator, risk manager, or categorical programs director can serve as advisory members of the team so that they can help identify districtwide initiatives that will support the school's efforts.

Government and Law Enforcement Stakeholders

Government and law enforcement stakeholders include probation officers, city and county law enforcement personnel, and, in some cases, fire department representatives. The School Violence Task Force noted that representatives of the local court/community outreach programs can help to formalize information sharing between the courts and schools and to provide judicial outreach to youth.

The School Violence Prevention and Response Task Force also noted that, "The California State Mentoring Initiative is a state government collaborative responsible for coordinating local and private mentoring efforts with targeted schoolchildren. The California State Bar Association is a large and rich resource that should be a formal partner in the state mentoring initiative."[5]

Parents

Parents are required by law to be represented on the school-site council. Be sure to involve the Parent Teacher Association (PTA) or other formal or informal parent groups that represent essential stakeholders.

The Health and Human Services Community

The health and human services community, if not already included in the school's Healthy Start collaborative, includes city and county family service providers, counselors, and parks and recreation departments.

Community-Based Organizations, Businesses, and the Media

Community-based organizations, businesses, and the media are additional partners that can help to develop a comprehensive school plan. They include boys and girls clubs; service clubs such as Rotary and Kiwanis; Big Brothers/Big Sisters; scouts; radio, television, and newspapers; and faith-based organizations.

Keeping Involved and in Touch

Having a meaningful role is key to the ongoing participation of members of the planning team. Work Sheet 1-2 in the *Safe Schools Planning Workbook* is designed to help you involve each team member with a task so that no one feels that his or her time is being wasted.

Committee communication strategies are vital to maintaining interest and momentum. Some strategies to use include:

- Identifying a facilitator who is skilled at keeping dialogue moving and involving all partners.
- Making sure that you begin by letting each participant give an overview of what he or she is doing in relation to schools and students.
- Developing a committee "contract" that allows "time-outs" to explain terminology that is not familiar to all members.
- Laying out a detailed calendar at the first meeting. This calendar lets people know that there is a definite process (the seven-step plan) that will lead to a product in a set amount of time.
- Distributing a list of committee contacts (include phone numbers, e-mail addresses, fax numbers, and addresses) and posting notices on a recognized Web site or sending e-mail reminders.
- If your committee members are comfortable with computers, forming an intranet—a specialized Web space, like a chat room, that posts group discussions and notices.[6]

Step 2

Create a Vision of Your School as a Place Where Students Are Safe to Learn

Before the committee members can design a safe school, they need to know what it will look like when they are finished. Tools to help the committee complete the envisioning process include the sample vision (Fig. 4-2) and the Step 2 work sheets in the companion *Safe Schools Planning Workbook*.

Get People Thinking Creatively

There are several ways to facilitate group brainstorming on a vision. Two examples follow:

- Provide a sample vision, such as the Sacramento example (Fig. 4-1), and on chart paper record the group's comments about the parts of it that they would want to include in their own vision.
- Break the group into small teams and provide them with chart paper, pens, crayons, and writing materials. Give them a set amount of time to "create" a safe and effective school, either as a picture, poem, or verbal description. Then ask each team to present its vision of a safe school to the larger group. Ask the entire group to list the elements identified by each small group that they would want to include in the larger vision.

Align the Vision Statement with Your School's Mission

Once you have a group vision, present a copy of the school's mission statement (if there is one) to the group. Ask the groups to suggest revisions to either or both documents to make sure they are compatible.

If the safe school committee is a subcommittee of, or separate from, other school planning groups, make sure to give those groups a presentation about the revised mission and vision and ask for their comments and approval of the final versions. Involve the parent-teacher group and ask for their suggestions and approval as well. Also, ask students to submit comments for the final versions.

Let Everyone Know About the Mission and Vision

Finally, ask students to participate in a mural or writing project to communicate the vision to the larger community. For example:

- Ask a local business or business group (such as the chamber of commerce) to display a student mural depicting your safe school vision.
- Ask students to create a public service announcement and persuade a local television station to show it.

Figure 4-2 Sample Vision of an Asset-Building School

In the office, there are smiles, eye contact, and handshakes among the students, parents, and staff. The walls display student-designed bulletin boards and pictures of staff interacting with students. There is a parent resource bulletin board. On the door there is a sign welcoming parents in many languages.

In the classroom, the environment is warm, inviting, and "deinstitutionalized." The teachers intentionally build assets on a daily basis. Several adult volunteers are available to mentor and tutor the students and to provide support. Students are applauded for both small and large successes. Every day students attend a homeroom class where they connect with the teachers and can share successes with the other students.

On the bus, the driver and students greet each other by name and interact positively. Soft music is played on the bus and students decorate it with artwork. Adult volunteers ride the bus to act as mentors and to ensure there is a safe and caring environment. Parents, students, and volunteers have raised funds to provide all bus stops with benches, and either parents or adult volunteers wait for the bus with the students each morning.

In the lunchroom, the staff, students, and community volunteers eat together in a friendly, clean atmosphere. Students and staff take pride in the lunchroom and share responsibility for maintaining its cleanliness. A five-minute warning bell lets everyone know when it is time to clean up.

Parents find the school warm and inviting and volunteer in the classroom, lunchroom, and halls and on playgrounds and buses. They are members of planning teams, make career presentations in classrooms and help maintain a parent volunteer opportunities bulletin board or web site The school offers interpreters for parents who do not speak English. The school tries to accommodate parents' schedules for conferences. Parents are asked to evaluate the school on an annual basis. The school offers new student/parent orientations and parent education classes.

The gym is open before school, during lunch, and after school for open recreation. Alternative sport/exercise classes are open to all staff, students, and community members. It is available for evening and weekend use by community groups. Students are valued for their efforts in gym classes and are assisted in setting personal goals. Staff is encouraged to participate in physical activities to model a commitment to a healthy lifestyle.

In the commons, there are many adults interacting with students, providing tutoring and acting as mentors. Student-led activities, games, and concerts are available. Students display their artwork on the walls and everyone takes responsibility for the safety and cleanliness of the area.

Our policies and procedures reflect our asset-based educational framework. Asset building is listed in our school policy as a priority and mode of attaining academic achievement. Students are involved in decision making and in maintaining a safe and friendly school environment. Our school provides new students with a "buddy" who welcomes and introduces them to the school community.

Our community collaborates with the school to provide a network of asset-building activities and support systems for students. Adults interact with the students as they walk to and from school, forming relationships with them and ensuring their safety before and after school. The school is used as a community resource, and there are many after-school and weekend events. Students work with community service groups to clean graffiti, assist the elderly, and complete other service projects. Businesses welcome students into their stores and offer discounts for good behavior and academic performance. They also post student artwork on their walls. Community organizations provide resources and volunteers.

Note. Created by participants in the Capital Region Youth Development Conference featuring Clay Roberts, October 28, 1999. Adapted for this manual.
Source: Asset Development Center, Sacramento County Office of Education, 9738 Lincoln Village Drive, Sacramento, CA 95827, (916) 228-2256.

- Ask students to write an article for the school newsletter so parents who were not on the committee can become familiar with the school's vision for safety and excellence.
- Ask the district to include the students' article about their safe-school vision in a district newsletter or to present it at a school board meeting.

Step 3

Gather and Analyze Data About Your School and Its Community

Except as provided in Subdivision (d) regarding small school districts, *Education Code* Section 35294.1(b)(1) requires that the school-site council "shall write and develop a comprehensive school safety plan relevant to the needs and resources of that *particular* school."

During the development of the *School Violence Prevention and Response, Final Report,* students were asked what they dislike about school. Students replied:

> "Knowing every morning that I will be harassed at school . . . because of my skin color."
>
> "When you try to answer a question in a classroom [but answer incorrectly], your classmates will laugh at you, you don't know it but try."
>
> "Bullies."
>
> "Some teachers don't like to teach."[7]

There are many ways for the planning committee to get a "snapshot" of the safety of the school's physical plant and the relative "health" of the social climate. Work Sheets 3-1 through 3-3 in the companion *Safe Schools Planning Workbook* will help the committee review surveys, records, and funding sources already available in the school, district, or community.

Law enforcement and community-related data are important to the overall analysis of the school. Without them the conclusions drawn about the school may be narrow or incomplete. For example, using the local narcotics task force data to summarize neighborhood drug abuse creates a partnership that will be helpful if the school should conclude that drug-abuse is a problem and prevention is a goal. Law enforcement partners can strengthen the school's drug-prevention efforts by conducting intensive drug searches, undercover drug-buy operations, and community awareness forums. The school's crime-related issues are frequently the community's issues, and dealing with both in a coordinated fashion makes success more likely for the school and the community. For example, a school's bullying problem might be related to the surrounding neighborhood's street gang or hate-crime problem.

By examining law enforcement data on the local, county, and even state levels, the committee may find that their concerns do not exist in similar demographic areas, because successful programs have corrected the problems. The safety committee can then evaluate how those programs might work in their community and perhaps eliminate the need to design a new program.

Law enforcement partners will also be invaluable in helping the school compare current data to similar data collected in previous years or to data from other schools and communities with similar demographics.

Sources of Information

Some of the sources of information to examine about your school and students include the following:

The California Safe Schools Assessment (CSSA)

What does the assessment tell about crimes and drug use on campus? Are conditions improving? (CSSA provides year-to-year comparisons of data that indicate trends.) What are the characteristics of the students who are chronic offenders? What kinds of persons are most likely to be victims? Can we track when and where crimes occur on campus to determine "hot spots" and problem times?

Average Daily Attendance (a.d.a.)

Truancy data *and* teacher attendance figures provide an indication of *perceived* safety.

Suspension and Expulsion Data and Office Referrals

Are discipline policies fair and unbiased? Are they communicated to parents and students? Is there any indication that a particular group of students is more likely to be suspended than others? Is there a time of day when, or class in which, discipline referrals occur more often than at others times or places?

The Academic Performance Indicator (API) Score

Is the school improving its academic standing? How are students reacting to the testing? Have students been included in setting goals and in celebrating successes so that they feel that the score is a tool *for* them rather than something that is used *against* them?

Police Reports, Juvenile Crime Statistics, Vandalism Repair Orders, Accident Reports, and Insurance Claims

What do the above tell us about the safety of students and property? Is school crime a reflection of gang activity? Are outsiders influencing student behavior? Are students committing crimes during school hours? If so, is there a critical time during the day when students are most likely to be skipping school and involved in criminal behavior? Are certain crimes more prevalent on or close to campus? Using reports from the superintendent's risk management office on accidents, insurance claims, and losses, the safety team can discuss:

- What are the most recent and most costly loss and liability issues in the school?
- Are staff informed about the proper procedures for filing accident reports?
- Are there recurring patterns in claims, losses, or accidents?
- Are there certain areas on campus where students are more vulnerable than in others?
- Do increased patrols at night reduce thefts and vandalism on campus? (Most police agencies have computer capabilities that enable them to provide such statistical information as problem areas and calls for service.)

The Title IV Committee (Healthy Kids/Healthy Start)

Which performance indicators did the school identify on the Consolidated Application, and why? Are these target areas consistent with or related to areas where the committee sees a need for change?

School Improvement Plan

What did the plan identify as areas needing improvement? How was that conclusion reached? Do the data support the committee's assumptions?

California Healthy Kids Survey, Modules A, C, and F

Do we know when kids are most vulnerable and to what? How many need intervention and support for change?

Program Quality Review (PQR) or Program Compliance Review (PCR)

If the school conducted an analysis recently, what did it show as areas needing improvement? How do those areas relate to safety and effectiveness?

Individualized Student, Staff, and Parent Surveys

Do we know what makes students and staff feel most vulnerable? Do we know what students believe about the school?

When analyzing data about the school, first ask, What are we looking for? How will we use the results of the surveys? It is important to know what questions you should ask *before* choosing to use a particular survey instrument. For example, do you want to know how students perceive the school climate? Do they like school? Does it feel like a community? Do they feel that people support their academic enjoyment and personal goal setting? Do they feel safe? To get such information, you need an instrument that is designed as a user-friendly document that will encourage students—even those with the lowest reading levels—to express their feelings honestly.

It is not possible for the safety committee to review *all* potential data sources, so first determine the types of data that are important and the most likely sources of that information. For more information on surveys, see Appendix G.

Western Association of Schools and Colleges' (WASC's) Review

Is the school meeting recognized standards for preparing students to continue their educations. If not, what areas were identified as needing improvement? How do those affect school safety?

Grant Applications and Entitlements

What areas of need were identified? Why? (See Work Sheet 3-3 in the companion *Safe Schools Planning Workbook* for a way to find school grant sources.)

Private Data Sources

Some organizations specialize in providing data reports to schools. For example, to analyze the effectiveness of discipline policies, you might want to look at the School-Wide Information System (SWIS). Researchers at the University of Oregon developed SWIS as a Web-based software system for collecting and summarizing data on discipline referrals to school offices. SWIS (*<http://www.swis.org:8080/swis/969919745/index_html >*) trains district facilitators to implement the system in local schools.

Court and Probation Information

Do we need additional information about specific students and the agencies that are serving them and their families? How are students' needs best met? Do students on probation need specialized instruction or counseling? Is school attendance a priority during probation, and is attendance enforced? How are probation terms enforced? Because of confidentiality laws, the safety committee should refer requests for this type of information to select school staff who can review the records and make recommendations to the committee.

Important Elements and Areas to Identify

Several elements and areas are important to identify.

Areas of Pride and Strength

Sometimes, the best way to cope with problems is to focus on areas of strength. For example, if surveys, academic performance indicators (APIs), and crime logs indicate that the after-school program is helping students get their homework finished (higher scores) and to feel safer (student surveys), then highlight this program as an area of strength. When you get to Step 5 (the action plan), consider directing more money to expand your after-school program rather than trying to create a program to address every problem area identified by the data.

Funding Sources and Other Major School Improvement Programs

Your assessment is not complete until you have a picture of what the school is already doing to improve. Programs may not have been planned under a comprehensive approach before, but there are already many resources and talented people at work. Rather than bypassing them, look at how the combined efforts might strengthen each other.

For example, your school may already have Title I funds to help low-income students, and your community may have a redevelopment grant for their neighborhood. Work Sheet 3-3 in the companion *Safe Schools Planning Workbook* will help the committee look at the people and funding resources that are currently available in the school. Analyze how school safety would improve if the committee strengthened one of those areas or instituted a complimentary program.

Use of the Data

Understanding current conditions and needs is a requirement of most grant programs, so the time spent on Step 3 will be useful for many other school planning and funding purposes. For example, Principle 1 of the Safe and Drug-Free Schools and Communities Act requires grant recipients to base their programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served (conducting needs assessments—*<http://www.ed.gov/offices/OESE/SDFS/>*).

Step 4

Identify Your School's and Community's Areas of Desired Change, and Set Your Major Goals

Armed with information about what the school learning and physical environments look like *today*, the committee is now prepared to ask, What parts of our vision are missing? What are the first steps we need to take to achieve our vision for the *future?* Step 4 is consistent with the Safe and Drug-Free Schools and Communities Act, Principle 2, "Setting Measurable Goals and Objectives. A grant recipient shall, with the assistance of a local or regional advisory council, which includes community representatives, establish a set of measurable goals and objectives, and design its activities to meet those goals and objectives."[8]

Work Sheets 4-1 through 4-4 of the companion *Safe Schools Planning Workbook* will help the committee to:

- Determine how well the school builds a positive social climate (Component 1—Chapter 5).

- Determine how well the school creates a safe physical environment (Component 2—Chapter 6).
- Identify areas needing improvement or change.
- Make a list of high priorities for action.
- Set one or two major goals that are achievable within the year.

Step 5 Select and Implement Strategies for Both Safe School Components

Education Code Section 35294.2(a)(2); *Penal Code* Section 628.2

"A look around any campus reveals many new safety strategies. All teachers wear identification badges. No strangers wander on campuses, thanks to a coordinated visitors' system, which routes everyone past a supervisor. School security staffers are easy to spot; they all wear bright yellow uniforms. Students and adult teams trained in conflict resolution oversee student relations and campus atmosphere. A monthly meeting of the district safety security committee that brings the Burbank Police Chief, Fire Chief, PTA, and representatives from the Parks and Recreation Department together with school officials keeps school safety on the front burner for the entire community. An example of one of the safety strategies resulting from the plans was seen at Stevenson School, where more than half the families participated in a Walk a Child to School day on October 4. As parents and children made the trip together, they checked off a walkability list to increase safety awareness."[9]

Write a Two-Part Action Plan

In Step 5, the committee creates the *action plan* that will make the school safer and more effective. The plan will address two factors:

- *The social climate*—people and programs (Component 1)
- *The physical environment*—place (Component 2)

Work Sheets 5-1 through 5-6 of the companion *Safe Schools Planning Workbook* will help your team create an action plan that will:

- Determine whether research-based programs are available to help meet the goals outlined in Step 4.
- Create measurable objectives for each goal.
- Set timelines for implementation of each objective.
- Assign roles and responsibilities—including partnerships with community agencies or other school committees.
- Create an evaluation plan for each objective.
- Identify funding sources (including partnerships) and create a budget for the action plan.

- Comply with *Education Code* Section 35294 to include:
  - Child abuse reporting (*Education Code* Section 35294.2[a][2][A]; *Penal Code* sections 11165[a]; 11165.14; 11166)
  - Disaster response procedures (*Education Code* sections 35294.2[a][2][B]; 35295–35297; *Government Code* sections 8607; 3100)
  - Suspension and expulsion policies (*Education Code* sections 35294.2[a][2][C]; 48900–48926)
  - Procedures for notifying teachers about dangerous pupils (*Education Code* sections 35294.2[a][2][D]; 49079)
  - Sexual harassment policy (*Education Code* sections 35294.2[a][2][E]; 212.5; 48900.2)
  - Schoolwide dress codes prohibiting gang-related apparel (*Education Code* sections 35294.2[a][2][F]; 35183[a][2], 48950)
  - Procedures for safe ingress to and egress from school (*Education Code* Section 35294.2[a][2][G])
  - Procedures to ensure a safe and orderly environment (*Education Code* Section 35294.2[a][2][H])
  - Rules and procedures on school discipline (*Education Code* sections 35294.2[a][2][I]; 35291; 35291.5)
  - Rules and procedures on hate violence (*Education Code* sections 200; 233; 48900.3; *Penal Code* sections 422; 422.6; 628)

Three Types of Strategies

Many resources are available to help committees choose effective programs that achieve specific objectives. However, your action plan may require something that is unique to your school. *Whether the committee creates its own strategies or uses an existing, tested program, it is important for the committee to choose objectives and activities on three levels: prevention, intervention, and legal tools.*

Prevention Efforts

Prevention efforts are actions and programs designed to prevent problems before they occur *(start early)*. Sample prevention actions might include:

- A prosocial curriculum emphasizing personal and social skills in the early grades
- Antidrug and antigang curricula in the early grades, closed campuses, alarms, campus inspections and walk-throughs with fire and police personnel to identify potential hazards
- School safety training for staff
- Workshops to help staff recognize problems and manage behaviors
- Student leadership-development strategies

If the committee wants to examine tested prevention programs, it can consider the following resources:

- The Centers for Disease Control (CDC) and Prevention lists effective prevention programs at *<http://www.cdc.gov/nccdphp/dash/rtc/index.htm>*.
- In 1984, J. David Hawkins and Richard F. Catalano, professors of social work at the University of Washington and researchers in positive youth development and crime, violence, and substance abuse prevention, founded Developmental Research and Programs, Inc. (*<http://www.drp-usa.com/>*). The program's goal is to translate current research findings into programs and services that promote the healthy development of children and families.
- Many other effective program databases are included at the end of Chapter 2.

Intervention Efforts

Intervention efforts are designed to reduce or eliminate existing problems. Sample intervention actions might include:

- Alternative education programs
- Reentry for school dropouts
- Parenting classes
- Conflict mediation
- Gang violence- and drug-suppression programs
- Community policing
- Graffiti removal

Legal Tools

Legal tools that help prevent repeat offenses and provide for intervention for dealing with problem behaviors include:

- Daytime curfew
- Suspension of driver's licenses; juvenile court
- Suspension and expulsion policies
- Confidential record sharing with probation personnel, courts, and family services
- Enforcement of policies relating to threats

Consistency with the SDFSC Act

Step 5 is consistent with Principle 3, "Effective Research-Based Programs," of the Safe and Drug-Free Schools and Communities Act—a grant recipient shall design and implement its activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior.

Tying It All Together—Fontana Unified School District

Fontana Unified School District has an integrated Student Support Services division that goes the extra mile in doing everything possible to help students to be safe, healthy, and successful.

Team approach. The Student Support Services Division houses all of the following departments so that they can work as a team to coordinate services:

- School nurses
- Teen clinics
- Counseling and guidance
- Healthy Start
- Child development
- State preschool
- Special education
- Alternative education
- Community outreach
- Child welfare and attendance
- Child care
- Central enrollment services

School resource officers and probation officers are housed in the school police office, but they work closely with the student support team, including making home visits.

Cross-training. District administrators "share" their training meetings with law enforcement and other support personnel so they are all "on the same page" when dealing with incidents that have policy or legal implications. For example, a district administrative policy requires within the first 60 days of school each year training on recognizing and dealing with child abuse. Its purpose is to help identify students in immediate crisis, and to prevent aggression down the line, since research tells us that many bullies and aggressive kids have been abused. Police chiefs, counselors, and school resource officers are among those who join the administrators in learning how to work as a team to help students facing abuse. The district has developed videotapes on such topics as bullying, name calling, and child abuse. After the district training, school administrators can take the videos back to their school sites to share with staff members.

Alternative treatments. The care given to students with mental or emotional challenges provides one example of the benefit that results from a team approach to coordinating all student services. The district requires that a "5150" evaluation be completed (by a physician or school peace officer) for each student or adult (such as a parent) who is disoriented, depressed, or aggressive. This evaluation automatically refers the examinee to county mental health services, where he or she receives evaluation and treatment.

Another successful intervention places students who have been caught with drugs or alcohol in a 36-week program that keeps them in school (rather than being expelled) while providing intensive supervision for grades, drug use, attendance, and behavior. If students successfully complete the program, they are able to avoid expulsion and maintain their academic standing.

Anger management. Since bullying has become a major problem in schools, Fontana USD brought district employees, probation experts, and others together to compile an *Anger Management* binder. It has been so successful that it is now used in Fontana schools and in San Bernardino County's juvenile hall.

Traffic court citations. The district has been very proactive in using traffic court as a tool to reduce fights and other disruptive behaviors. According to John Burton, executive director of Student Support Services, studies have shown that fights are down 86 percent at San Bernardino high schools since students have discovered that they will lose their ability to get (or keep) their driver's license if they are involved in fights. The juvenile court refers students to the course on anger management, which they must complete successfully before they are cleared to apply for a license.

Contact John Burton, Executive Director, Student Support Services, Fontana Unified School District, (909) 357-5000, ext. 7088.
Mr. Burton's cyberspace bookmarks include many safety, health, program, and policy links—*<http://www.fusd.net/burton/index.html>*

Step 6 Communicate the School Plan to Stakeholders

Safety Plan

Education Code sections 35294.2(e) and 35294.8(b)

There are many ways to meet the *Education Code* requirements to communicate the safety plan to the public. Work Sheet 6-1 in *Safe Schools Planning Workbook* will help the committee meet the two specific requirements of the law:

- **Hold public meetings to review the plan**—*Education Code* Section 35294.8(b) reads: "Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan."

  There is no requirement within the above to prohibit the public meeting from being part of any regularly scheduled meeting, including the following, as long as adequate notice is given to the school and community (public):

  - Parent Teacher Association (PTA) meeting
  - School improvement program (SIP) meeting
  - A public meeting during Open House or Back-to-School night
  - A Healthy Kids or Healthy Start meeting
  - A school board meeting

  You can provide the public notice through newsletters mailed to area homes or sent home with students, public service announcements, marquee announcements, and notices on the school or district Web site. Be sure to send letters to community partners.

- **Keep an updated copy of the plan in the school office**—*Education Code* Section 35294.2(e): "An updated file of all safety-related plans and materials shall be readily available for inspection by the public."

  "The large gray binder displayed prominently in the main office of every Burbank Unified School District (BUSD) school may look routine; its contents are not. The School Site Safety Plan held in that binder is created and regularly updated by *each* school to protect the safety of all students and staff."[10]

Work Sheet 6-1 in *Safe Schools Planning Workbook* will help your team plan how to:

- Handle requests to review the safety plan.
- Receive and review suggestions and comments about the plan from the public.
- Make sure that interested people receive responses to their questions and an offer to join in the safe school effort (maintain a list of potential roles and contact people).

Step 7 Evaluate Your Progress and Revise the Plan

"The comprehensive school safety plan shall be evaluated and amended, as needed, by the school safety planning committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented." (*Education Code* Section 35294.2[e])

Two major benefits are derived from the mandated yearly evaluation of the comprehensive safety plan: (1) you can update the plan based on what is working; and (2) you can enlist new partners and obtain new resources by "advertising" your successes.

Program Revision

Evaluation is the last step of the seven-step planning process, but it is also the first step in the next phase of program design. As you complete the evaluation study, you launch a new planning cycle based on the evaluation's results. You may need to return to Step 1 to see which team members are still available or able to represent each stakeholder group. If the team is intact, you may be able to skip to Step 2 for a quick assessment of whether your vision is still on target, and then to Step 3 to see how conditions have changed.

If the evaluation shows that your action plan is achieving the results you targeted in your goal, then you can probably expand the program to serve more students. On the other hand, successful results may indicate that it is time to set new goals to achieve still-unrealized parts of your vision.

If the evaluation results are poor, however, it is time to research new strategies. Poor results may also indicate that the committee should evaluate its assumptions about desired change and perhaps develop new, more realistic goals. Only careful examination of results and comparison of them with your stated goals will give you a clear picture of the effectiveness of your strategies and the assumptions on which those strategies are based.

Results can be measured by what happens as well as by what does *not* happen. "If zero tolerance were working, suspensions and expulsions for school violence would increase initially, then quickly decrease as the students at risk of repeat offending are removed from the school system. This has not happened. Expulsions have increased unabated since the advent of zero tolerance. The time necessary for the effects to be seen has come and gone already"[11]

The seven-step planning process asks you to design your evaluation method as a part of the action plan (Step 5). For example, in Fresno, 25 students at each school will be chosen from a pool of 50 to receive services. The half who aren't selected will be a control group, and the evaluators will be able to decide to see whether providing services to at-risk youths prevents delinquency and criminal behavior.

As part of program evaluation, the safety committee should be sure it has looked at all aspects of school life, including curriculum, staff development, social and recreational events, parental involvement programs, family services, discipline and guidance, and crisis response.

The committee should also review how well the safe school plan is integrated into other school and community planning efforts.

Work Sheets 7-1 and 7-2 of *Safe Schools Planning Workbook* will help the committee evaluate its safe school strategies.

Publicity

Including an evaluation design in the original action plan will pay off when you want to use results to seek additional funding or to let stakeholders and the community know about successes.

"Burbank USD's commitment to community partnerships that focus on safety and achievement have paid off. Most BUSD schools met or surpassed (some dramatically) their growth target for the Academic Performance Index for the 1999-00 school year. As a result, they qualify for substantial monetary awards to help them increase student achievement further."[12]

Consistency with the SDFSC Act

Step 7 is consistent with Principle 4, "Program Evaluation," of the Safe and Drug-Free Schools and Communities Act: "A grant recipient shall evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate."

The Benefits of Safety Planning at the District Level

Students in Greenfield Union School District benefit from a districtwide safety plan. Their program is described below using the framework of the *Seven-Step Planning Process for Safe and Effective Schools.*

Step 1: Identify your safe school planning committee members.

The school district staffs the safety subcommittee of the Healthy Start collaborative, which meets monthly and includes representatives of the police, sheriff, probation department, city council, district attorney's office, child guidance, family services, parks and recreation department, parents, students, neighbors, and senior citizens.

Step 2: Create a vision of your school as a place where students are safe to learn.

The collaborative adopted the policy statement of the Kern County Network for Children: "All children will be safe, and all children will grow in a positive learning environment."

Step 3: Gather and analyze data about your school and its community.

Before designing their grant applications, the committee used existing school and community data and found:

- Sixty-nine percent of their students were not meeting academic standards.
- Students overwhelmingly said, "No more drugs and gangs," when asked what would make them feel safer.
- Neighbors and parents said they needed to be able to report crime and gang activity anonymously.
- The Healthy Kids Survey showed 13 percent of the kids brought a gun or knife to school; 34 percent were involved in a fight; 13 percent belonged to a gang; and 24 percent were harassed because of race, ethnicity, gender, sexual orientation, or disability. The use of drugs, tobacco, and alcohol was high.
- Other findings about the community showed high involvement of parents in drug labs and active gangs in neighborhoods.

Step 4: Identify your school's and community's areas of desired change, and set your major goals.

Note: These goals are not written in *measurable* form.

1. Improve school attendance and reduce truancy.
2. Decrease substance abuse.
3. Reduce gang activity and violence.
4. Strengthen the family.

Step 5: Select and implement strategies for both safe school components.

Note: Greenfield's strategies targeted only Component 1, social climate (people and programs) (see Chapter 5).

- A Community Oriented Police and Problem Solving (COPPS) grant placed law enforcement personnel on campuses to teach, mentor, and tutor students. The grant also placed them in neighborhoods and on school committees, where they share information and assist in planning, evaluating, and revising programs.

- An after-school program (part of the 21st Century Learning Centers Project), called SUCCESS, provides homework, tutoring, enrichment, and prevention/intervention activities every school day.
- Greenfield has the only AmeriCorps public safety project that operates an antibullying, antiviolence program.
- The safety committee held programs at the schools on crime prevention, bicycle safety, antigraffiti, animal control, 911 procedures, and Stranger Danger. Parents have received information from law enforcement on gangs, drugs, and appropriate discipline methods.
- The middle schools have peer helper programs, and students have been trained to perform conflict mediation. The peer helpers complete service learning projects and community service. They also participate in Peers Empowering Peers for leadership training.
- The middle schools have Club Live, and the elementary schools have Kids Live. Students initiate fun activities that help other students make positive choices that are good alternatives to drug and alcohol use.

Step 6: Communicate the school plan to the public.

The subcommittee accomplishes this step as a natural part of its communitywide collaboration.

Step 7: Evaluate your progress and revise the plan.

School-community cooperation has improved both record and data sharing, showing impressive findings. More than two-thirds of the after-school program students improved on the *SAT 9* tests in reading, mathematics, and language arts. District schools also made significant gains in API scores—one by 74 percent.

During the 1999-2000 school year, there were significant drops in crimes that are often perpetrated by youth within school district boundaries.

For more information, contact (1) Peggy Williams, grant writer and evaluator, <*WMSPwms@netscape.net*>; (2) CynDee Zandes, COPPS coordinator, (661) 837-6000; (3) district: <*www.gfusd.k12.ca.us*>.

The Benefits of Safe School Planning at the School-Site Level

Administrator satisfaction is not usually listed as one of the benefits of safe school planning, but it ranks high on the list for Sue Holliday, Principal of McKinley Elementary School in Burbank. For three years, Ms. Holliday has convened a safety committee that includes student members from the previous year, incoming fourth-grade students, parents, teachers, the guidance adviser, a community liaison, and city representatives. In that time, the school's Academic Performance Indicator (API) scores have steadily improved, and both Ms. Holliday and the other adults on the committee thoroughly enjoy working with the students.

About three weeks before the safety meeting, teachers ask students in the fourth and fifth grades to complete "Our School's Safety," School Safety Questionnaire 3 (Appendix G). Ms. Holliday scores the responses so she can summarize them for the committee, which meets during the school day. Ms. Holliday hires substitutes so the teacher representatives can attend.

The meeting starts with a warm-up exercise—passing the donut holes. Then each person shares what she or he loves most about the school. This activity helps the students feel that their responses count, and they usually do 80 percent of the talking for the rest of the meeting. One parent noted that what she loved most about the school was that people listen to the students.

After sharing observations and hearing the survey results, Ms. Holliday provides an open forum for people to comment on the survey or on what they have seen and heard at school. The top problems listed in both the survey and the comments were:

1. Name calling
2. Being rejected
3. Fear of gangs (due to graffiti) to and from school

Ms. Holliday notes that she would not have chosen the three "problems" identified by the students, which indicates the value of listening to them. Not only do the students see what is bothersome to their peers; they also have solutions:

- Student leaders will share the school's "Four-Step Strategy" for dealing with name calling, and will encourage others to use it.
- Older students will be assigned as "buddies" to younger students and will model successful ways to deal with problems on the playground.
- Peacebuilder Officers (student leaders), who currently give "praise slips" at lunchtime, will expand the program to include playground time (the school has been a "Peacebuilder School" for three years).
- As a part of the school's close working relationship with local police, officers will teach students about gang prevention. The parents also asked to have a gang and graffiti prevention presentation by police. In the short run, the school has posted a graffiti hot line.

Ms. Holliday noted that behavior on the playground improved after last year's committee posted game rules at students' request.

In the fall, the new fourth-grade leaders will join with the current committee members to review what has been implemented and what still needs to be done. Ms. Holliday looks forward to the meeting. (Contact Sue Holliday, principal, 818-558-5477.)

Notes

[1] Parker Palmer, *To Know as We Are Known*. San Francisco: Harper, 1993, p. 74.

[2] *Education Code* sections 35294.1(b)(1–4); 35294.2(d); 52852

[3] *School Violence Prevention and Response: Final Report of the Task Force to the Governor and California State Legislature*. Sacramento: Governor's Office of Criminal Justice Planning, 2000, p. 13. *<http://www.ocjp.ca.gov/publications/pub_schlvio.htm>*.

[4] Contact the California Youth Connection at (415) 398-1063, or (800) 397-8236.

[5] *School Violence Prevention*, p. 24. *<http://www.ocjp.ca.gov/publications/pub_schlvio.htm>*.

[6] For information on what intranets are and how to develop one, see "The Complete Intranet Resource" at *<http://intrack.com/intranet/>*.

[7] *School Violence Prevention*, Appendix A. *<http://www.ocjp.ca.gov/publications/pub_schlvio.htm>*.

[8] "Principles of Effectiveness for Safe and Drug-Free Schools Programs," Principle 2, "Setting Measurable Goals and Objectives." *<http://www.sde.state.id.us/Safe/Grants/principles.htm>*.

[9] *District Highlights*. Burbank Unified School District newsletter, Fall, 2000.

[10] "*District Highlights*," Fall, 2000.

[11] Russ Skiba and Reece Peterson, "The Dark Side of Zero Tolerance: Can Punishment Lead to Safe Schools?" *Kappan* (January 1999), 372. *<http://www.pdkintl.org/kappan/kski9901.htm>*.

[12] "*District Highlights*," Fall, 2000.

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5

Component 1— The School Climate

Espousing the idea that "all children are valuable" is not enough in itself. Even in schools where this guiding idea is proclaimed, educators and parents often hold a hidden mental model about human potential that once set, it is locked in and unchangeable. This leads to a culture of winners and losers, where some kids are labeled 'advanced' and feel valued while others are written off as "uneducable," "disadvantaged," or simply "dumb." In such a culture, adults don't always invest the time and attention that would make a difference to the children in the latter group. This culture also encourages students and educators to focus on measurable, short-term assessments and goals, instead of on the more significant purpose of classrooms and schools: learning and enhancing the capacity to learn.[1]

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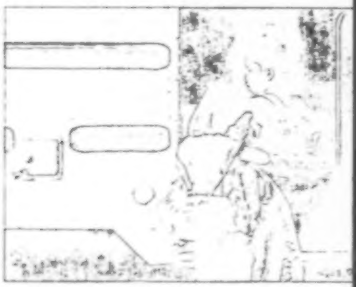

Separating the two components of a safe and effective school helps to distinguish between strategies that focus on people and programs (the school climate), and strategies that focus on places (the physical environment—Chapter 6). This chapter includes various methods for nurturing the involvement and success of each person and, in the process, enhancing school safety.

The strategies in this chapter are divided into three sections: prevention (primary), intervention (secondary), and legal tools (tertiary).

Prevention: Creating a Caring School Climate

"Many students feel alienated from school. Three in ten feel left out of things going on around them at school and four in ten feel that what they think doesn't count very much at school."[2]

Prevention begins with a feeling of being wanted and needed. Do both staff and students believe that the school is a caring community? Do they believe that their participation makes a difference? Do they believe that they are safe to express themselves? These and other questions will help your school planning team determine how well you are preventing behavior problems. The following prevention strategies are only a few of the many that planners can use to make schools into caring communities.

After-School Programs

In many communities, after-school programs have reduced juvenile crime *and* helped improve grades. Chapter 3 provides detailed descriptions of these programs.

Buddy Systems

Building a sense of community in the school helps to minimize bullying and disruptions and encourages learning. Cooperative learning and buddy programs between older and younger students offer many benefits:

- They instill empathy in the older student.
- They develop a sense of competence in the older student.
- They help both the older and the younger students to feel cared about and relate to the school.
- They give younger students role models for caring and helping.

Buddy systems can be effective ways to help new students find a group of friends and relate to the school's culture.

Character and Citizenship Education

In a November 2000 article in the *Sacramento Bee*, Gwendolyn Crump wrote:

> It's been four years since the school began discussing virtues such as respect, fairness, responsibility and trustworthiness and putting signs like Honesty Hall on buildings throughout campus to remind students how to behave. In

> that time, suspensions are down, vandalism has decreased, kids are more active in the community, and on field trips, outsiders comment on the well-behaved students.
>
> Most of the 10 Northern California schools that started character education pilot programs have since posted gains in reading and math test scores, boosted attendance and improved attitudes toward school safety, according to the Sacramento County Office of Education.[3]

Character education and citizenship education are two strategies that have helped schools create and maintain high standards for behavior that contribute to a safer and more caring school climate. Thanks to the success of these strategies, there are now resources available to help teachers implement character-building programs.

And from Sanford N. McDonnell, chairman emeritus of the former McDonnell Dougles Corp.:

> We in the business world don't want young people coming into our employment and into our communities who are brilliant, but dishonest; who have great intellectual knowledge, but don't really care about others; who have highly creative minds, but are irresponsible. All of us in business and the entire adult community need to do our part in helping build young people of high character. There isn't a more critical issue in education today.[4]

Find out more about character and citizenship education at:

- Character Education Partnership's Web site: <*http://www.character.org/*>.
- Character Counts! and ethics education from the Josephson Institute of Ethics: <*http://www.josephsoninstitute.org/*>.
- Center for Youth Citizenship: <*http://www.clre.org/*>.

Discipline Policies

Discipline policies are a required component of a safe school plan (Step 5; *Education Code* sections 35294.2[a][2][I]; 35291).

During the data gathering in Step 3, list the most serious or important discipline problems and then establish a task force of students, teachers, administrators, and parents to review or develop effective strategies and programs that target those problems. When the recommended discipline policies have the support of all stakeholders at the school, take them to the district's board for adoption.

Appendix C of *School Violence Prevention and Response Task Force Report* includes both a sample *Code of Conduct* booklet and a *Parent Handbook* that list district policies and procedures.

Note: Fair and consistently applied discipline policies will distinguish between disciplinary matters and criminal offenses.

Learning Styles/Multiple Intelligences

Effective schools make sure that all students are respected and that the learning and social environments do not exclude students who are perceived as being "different." Teachers and other adult mentors need training so they can help students recognize their own and each other's learning styles. In *Schools That Learn*, the following multiple intelligences are listed:

- Self-smart
- Word smart
- Logic smart
- Picture smart
- Body smart
- Music smart
- Nature smart
- People smart[5]

Teachers who know how to teach children in the *way* the children learn best will help those children to be *open* to learning. Students who are *engaged* in a task that makes sense to them will not disrupt the learning environment because of frustration or boredom.

Languages

Effective schools recognize that students who are learning English need additional help such as tutors, buddies, and, in some cases, bilingual materials. Similarly, their parents often need special assistance before they can participate as partners in their child's education. Consider recruiting community volunteers who speak a second language to escort non-English-speaking parents to school functions.

Positive Behavioral Support

Positive behavioral support (student behavior managment) is a relatively new way of an entire school community's working together to set and reinforce behavior expectations so that everyone involved understands them. Positive behavioral support and functional behavioral assessment focus on the needs of children whose behaviors violate the school's code of conduct. These concepts were included in 1997 amendments to the Individuals with Disabilities Education Act, Public Law 105-17, Section 614(d)(3)(B)(i).

However, far from being an approach that is used only for children who are acting out, positive behavioral support is useful for teaching—and *reinforcing*—appropriate behavior throughout the entire school. *Education Code* Section 56523 states the regulations on behavioral interventions, and Section 56524 requires people entering the field of education to have received training in behavioral intervention.

The training component is important because to use positive behavioral support effectively, a school staff must understand functional behavioral assessment. This type of assessment helps the teacher, counselor, or other adults understand what the student hopes to achieve by using certain behaviors. For example, students who harass or bully others may have been the target of harassers. To be accepted and to avoid further harassment, they may have joined the harassers and become bullyers of younger students.

Armed with an understanding of what is reinforcing a student's negative behavior, the adult teaches the student appropriate alternative behaviors that allow the student to get the same reward (results) that the student wanted (e.g., acceptance). Positive behavioral support also helps staff analyze what teachers, parents, or classmates are doing to maintain or reinforce a student's problem behaviors and how they can support new, adaptive behavior.

Positive behavioral support researchers Robert Horner and George Sugai at the University of Oregon stress the importance of using schoolwide leadership teams so that behavioral expertise is located *inside* the school (not with outside consultants). In some of their controlled studies, schools have reduced office referrals from 16 per day to 2 or 3 per day. They note that schools need to track data (Step 3) before they will know if the behavior supports are working. For example:

- To minimize classroom interruptions, teach the children about raising hands. Reward the behaviors that you want, and keep track of how many times (per day or subject) that you have to reinforce the concept before it becomes natural. Then continue to keep track of classroom interruptions to see if further interventions are needed. The researchers note that academic success is one of the best interventions for high-need students, so making classroom time productive (rather than disruptive) will help students to experience success.
- Show students a video that demonstrates the right and wrong way to get help when they need to go to the nurse, lose money, or feel bullied. Have students practice the skill with coaching. Later, show students the *incorrect* way and ask them to explain why it is not effective.
- Make a chart of the behavioral data. For example, in an Orange County pilot program, the school tracked office referrals, by location, and found that the highest number of referrals came from the playground. An analysis indicated that classified staff did not know how to manage behavior other than by referring students to the office. Thus, the data indicated a need for additional training on behavioral support strategies for playground staff.

Further information on positive behavioral support is available from the U.S. Department of Education's Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The Office of Special Education Programs established PBIS (<*http://www.pbis.org*>) to give schools information and technical assistance for identifying, adapting, and sustaining effective schoolwide disciplinary practices.

School-Community Policing

More and more schools are joining in partnerships with local law enforcement to provide campus security. See Chapter 3 for a discussion of the benefits of such partnerships.

Staff Development

Before school begins each year, conduct training sessions for staff and security personnel on school safety procedures. At the same time, schools can review their safety committee membership and make recommendations about needed revisions to the safety plan (see Step 7). Include certificated and classified staff, as well as part-time and substitute employees, in the training sessions.

Some of the topics for yearly staff training could include:

- Student behavior management (positive behavioral support)
- Classroom management (how to maximize instructional time and minimize disruptions)
- Ways of dealing with disruptive students and angry parents
- Recognition of child abuse and reporting policies
- Conflict resolution and anger management
- Awareness training on gangs, drugs, and violence
- Cultural awareness and English as a second language
- Prevention of alcohol and other drug use
- Procedures for notifying teachers about dangerous pupils
- Strategies for improving shared decision making involving the certificated and noncertificated staffs, school police or security personnel, students, parents, and community members—particularly those members representing law enforcement and social service agencies
- Curriculum on topics such as responsible citizenship, appreciation of cultural diversity choices, saying no, self-esteem, self-identity, emotional development, student responsibility, social expectations, decision making, career decisions, goal setting, effective communication, and effective relationships
- Recognition and use of the different learning styles of students
- Strategies to individualize instruction without resorting to grouping and tracking students by ability
- Cooperative learning techniques
- Relationship-building strategies for students and staff
- Discipline practices, including fair and consistent enforcement of conduct codes
- Procedures for reporting all criminal behavior on the school campus to the appropriate law enforcement agencies
- Data collection that will help determine the effectiveness of curricula and programs so teachers can focus on *what works;* for example, what kinds of data can help you to know:
  - The percentage of students on task
  - The number of times teachers deliver approving responses
  - How to organize the data so you can use them

In Schools That Learn, the authors write:

> We regularly reflect on our activities and practices by asking, "Does this add to, or take away from, the dignity of the child?" Talking about the dignity of the child as one of our primary values provides a powerful starting point for building a shared vision and focusing staff development programs aligned with that vision. It affects the way that we talk to each other as educators—in

the classroom, in meetings, and in the lunchroom. You can build a practice of seeing students for who they are by deliberately incorporating the research on multiple intelligences and learning styles into your lessons, creating fruitful obstacles for all the different learning styles in the room, challenging them to reach beyond their natural limits, and showing them that we recognize their strengths and limits. The end result is a system that continually communicates to children, "We're going to add value to your life today, and your teacher next year will add more value to you—because we know you're worth it."[6]

Intervention Strategies to Maintain a Caring Climate

In a perfect world, prevention programs would be the only option needed. However, in spite of the best prevention practices, some students will continue to challenge authority or disrupt school safety and learning through verbal or physical disruptions or aggression.

Intervention techniques provide services to students and their families when behavior continues to violate school and community behavior codes. The aim of these programs is to provide alternatives that will interrupt problem behaviors before they escalate and potentially derail the student's long-term success. Some promising practices follow.

Anger Management

According to recent research findings, anger management is highly effective in reducing antisocial behaviors. A few of the programs that showed promise included the following:

- *Operation Clean Sweep.* A countywide partnership program administered by the San Bernardino County Sheriff's Department and the Office of the San Bernardino County Superintendent of Schools. The program began in 1997 and provides (1) training for school administrators in recognizing and determining elements of school crime; and (2) schools with the ability to cite students involved. Students who receive citations must appear before a hearing officer in traffic court and are fined substantial dollar amounts in accordance with the crime. Most of the fine is waived if the student agrees to improve and maintain his or her grade point average, attend school, perform community service, and participate in supportive programs, such as anger management or smoking cessation. When the student completes the terms of the agreement, she or he must provide written verification in order to have all or part of the fine waived.[7]
- *Second-Step Anger Management.* A program to helps students discuss issues of concern or be able to recognize when they are angry and how to handle the anger.[8]
- *Reflections Program.* Better known as *Families and Children Empowered for Success (FACES).* It focuses on minority students and the prevention of juvenile delinquency. The San Diego County Probation Department, San Diego County Office of Education, Office of Criminal Justice

Planning, and Spectrum Counseling Services provide a multifaceted program of counseling and education for students whose only alternative would be placement in long-term residential facilities. On a weekly basis, probation officers and community-based personnel provide information about gang involvement, chemical dependency, anger management, sexual and physical abuse, self-esteem, setting of limits, business and economics, and life skills training. Mental health professionals, including marriage and family counselors and chemical dependency and bilingual counselors, are available at all times. Probation officers work with families (including siblings and parents) in their homes two nights each week. On weekends they assist with conflicts and provide support and education on parenting, including how to develop and maintain a healthy family.[9]

- *First Step to Success.* A promising new program that targets the emerging antisocial behavior of children just entering kindergarten.[10]

Attendance Improvement Strategies

Chronic attendance problems rob children of not only academic success but also of a bonding experience with their school and put them at risk for failure, gang involvement, and drug abuse. The California Department of Education's Safe Schools Web site has two handbooks that can help schools target attendance problems:

- *School Attendance Improvement Handbook* includes a large number of strategies, legal references, and sample documents that can help schools improve student attendance.
- *School Attendance Review Boards Handbook* reviews all of the procedures that are necessary for establishing and operating a school attendance review board (SARB).[11]

The Department's, Educational Options Office supervises SB 65 (The Dropout Prevention and Recovery Act) programs.[12]

Breaking the Code of Silence

In 2000-2001, following the Columbine (Colorado) shooting incident, the U.S. Secret Service carried out a two-year study of school shootings to see what could be learned to prevent future incidents. The agency's most important finding was that in almost three-quarters of 37 school shootings since 1974, the assailants told someone about their plan, usually another student. Thus, many school shootings could have been prevented if students had shared information with teachers, school administrators, or perhaps parents.

Student-led programs are an important tool for breaking the code of silence. Possible approaches include:

- Anonymous hot lines or suggestion boxes
- Peer listeners
- Each student bonded to at least one trusted adult at school

Bully-Prevention Programs

Recognizing the sometimes devastating effects of bullying on chronic victims and on overall school safety, many states are now proactively dealing with it. The California Department of Education's Safe Schools Web site contains links to bully-prevention programs and resources—*<http://www.cde.ca.gov/spbranch/ssp/bullyresource.htm>*.

Bullying is a serious problem in most schools—particularly middle schools. Students worry about threats and tend to curtail their activities accordingly—even to the point of chronic tardiness (to avoid bullies on the way to school) or chronic truancy. In most cases, it becomes a bigger problem if teachers do not identify and intervene in the problem early.

Key elements of bullying prevention programs include:

- Social skills building for victims
- Positive leadership training for bullies
- Intervention techniques for bystanders
- Parental support

In Bergen, Norway, the frequency of bullying problems had decreased by more than 50 percent two years after implementation of a prevention program. Classes that implemented more of the three program components (class rules against bullying, class meetings about bullying problems, and class role-plays about bullying) had fewer subsequent bullying problems than other classes. These results applied to both boys and girls across all the grades that were studied.

Research in the United States has also found a 50 percent reduction in bullying, as well as a reduction in antisocial behavior (theft, vandalism, and truancy), and an improvement in school climate resulting from bully-prevention programs.[13]

Set Straight on Bullies examines the myths and realities about school yard bullying.[14] It discusses changing attitudes about the seriousness of the problem and studies the characteristics of bullies and bullying victims. Most importantly, it provides strategies for educators, parents, and students to prevent and respond to school yard bullying.

Drug and Alcohol Abuse Prevention

The California Healthy Kids Survey gives schools a comprehensive look at the health risk factors their students face, and California Safe Schools Assessment data show current rates on the use and sale of drugs and alcohol in school. By looking at both sets of data, school planning teams will get a better understanding of the risks and challenges their students face.

The good news is that research is now available to help schools develop effective drug and alcohol abuse prevention programs. The following sources provide helpful information:

- California Healthy Kids Survey homepage—*<http://www.wested.org/hks/>*

- California Healthy Kids resources page—*<http://www.hkresources.org/>*
- Safe, Disciplined, and Drug Free-Schools Expert Panel—Exemplary and Promising Programs (2001)—*<http://www.ed.gov/offices/OESE/SDFS/programs.html>*
- Safe Schools, Safe Students—A Guide to Violence Prevention Strategies. A project guided by Drug Strategies Board of Directors and funded by a grant from the William T. Grant Foundation, 1998—*<dspolicy@aol.com>*; *<http://www.drugstrategies.org/>*

Gang Risk Intervention

When schools have combined dress code requirements or restrictions on certain attire with gang resistance education programs, they have had success in reducing gang involvement In addition, many schools have amended codes of conduct to prohibit "hard looks," "stare downs," "mad-dogging," and "mean-mugging."

The most common gang prevention program for middle and high schools is called the Gang Risk Intervention Program (GRIP), which is described in Chapter 2.

Graffiti and vandalism can make a school *feel* unsafe, in addition to adding to the dollar impact on school budgets. They are covered under Component 2, the physical environment, but are mentioned here because they are often related to gang activity. Vandalism can be a predicator of school violence when words and images threaten violence. At Columbine High School, graffiti in the boys' bathroom predicted, "Columbine will explode one day. Kill all athletes. All jocks must die." Students in the School Violence Prevention and Response Task Force focus groups frequently mentioned bathroom graffiti as threatening fights and violence via insults and "calling out."[15] Consequently, every effort must be made to eliminate graffiti—if possible *even before students arrive* in the morning.

For more information on gang prevention, go to the "Gang Prevention Safety Links" on the Safe Schools and Violence Prevention Office's Web site.[16]

Hate-Motivated Behavior Prevention/Tolerance Education

Recent legislation amended *Education Code* Section 220, adding sexual orientation to groups protected from discrimination and hate crimes listed in Subdivision (a) of *Penal Code* Section 422.6. Additional legislation allocates funds to the California Department of Education to contract for regional training for school districts to learn about identifying and dealing with hate violence. *Hate Motivated Behavior Handbook*, as well as information about grants and regional training programs to help school staff reduce hate violence, is available from *<http://www.cde.ca.gov/spbranch/safety/>*.

Tolerance education is a newly funded competitive grant program that provides funds for school districts and county offices of education. Its purpose is to help students and teachers to participate in education programs focused on tolerance. To receive funding, programs should include strategies for:

- Fostering ethnic sensitivity
- Overcoming racism and prejudice
- Countering hatred and intolerance

A list of grantees is posted at <*http://www.cde.ca.gov/spbranch/safety/tep2000-01awards.html*>.

Parent and Family-Based Interventions

The California Board of Corrections awards probation department grants to implement the Youth Challenge Community Program (YCCP), a school-based prevention program whose mission is to provide prevention and early intervention services to ten- to fourteen-year-old students and their families. It is also designed to gauge the effectiveness of those interventions in reducing the number of school-related problems, juvenile delinquency, substance and alcohol abuse, family dysfunction, and gang involvement.

The problem blends the services of deputy probation officers, children and family services social workers, police officers, school staff, and contracted community-based organizations; and its efforts are designed to build on family strengths. The school-based collaboration of all the agencies helps the students and their families to change the behaviors that led to their referrals to the program.

YCCP uses an experimental design that assigns students to either the experimental or control group. The students and their families in the experimental group receive all the benefits of the program, while the control group receives no direct services. This structure allows program planners to evaluate the benefit of the model.

The Youth Challenge Community Program began on selected school sites in January 2000. Since then, 251 students have been referred to the program.[17]

Legal Tools That Restore a Caring School Climate

California's legal codes provide schools with many options for dealing with behavior that threatens the safety of students and school personnel and the overall school climate. *Law in the School* provides a comprehensive look at the codes that relate to schools.[18] Legal codes that are specific to school safety are listed in Appendix H, or you can search for codes at the Legislature's "California Law" site: <*http://www.leginfo.ca.gov/calaw.html*>.

Below is a brief look at some of the legal strategies that schools can use to maintain safe and effective learning environments.

Citations

Amendments in 1995 to the *Welfare and Institutions Code*, *Education Code*, and *Vehicle Code* allow cities and counties to enact antitruancy laws and daytime loitering ordinances. Some of the citations allowed by government codes in California include the following:

Daytime curfew. The City of Millbrae (contact Millbrae Police Department, (650) 259-2300) has established a daytime curfew program that is also used in other cities, including Los Angeles, Fontana, Folsom, Rialto, and Adelanto. The daytime curfew/loitering ordinances allow police to cite truants and refer them to traffic court, where they may face revocation of their driving privileges. Parents of students with excessive citations are fined from $250 to $1,000 and mandated to do 20 to 120 hours of community service. Because of year-round schools, the school districts have created identification cards for all students to identify their track dates.

Cities that have used the curfew ordinance have had a dramatic improvement in attendance when they use a "carrot-and-stick" approach to the fines. They demand that only a small percentage of the fine be paid at the time of the citation. The hearing officer warns the student that the full amount will be due—payable by the parents and reimbursed by the student—if the student's attendance does not improve within a three- or six-month period. The hearing officer sets a return date, at which time the student is accountable for either the attendance or the fine.

The City of Monrovia (contact Monrovia Police Department, (626) 359-1152) has created an ordinance allowing for the arrest of truants and streamlining the time-consuming process by allowing police officers to issue citations to violators to appear in juvenile traffic court. In the first 15 months of the program, the city documented a 57 percent decline in the dropout rate of high school students and an increase in attendance to 97.7 percent. This improvement produced approximately $10,000 more revenue in 1995 than for the same period in 1994.

The City of Folsom (contact Folsom City Police Department, (916) 355-8380) has assigned one officer to issue citations. Having a single officer involved allows him to know the faces of the most likely truants and to know how many times other officers have picked them up. Whenever fellow officers pick up a truant, they call the program's officer to complete the citation process and to choose which of three options to impose: a fine (if he determines that the parents are responsible); community service (if he determines that the student is responsible); or referral to juvenile court for loss of the student's driver's license (if neither student nor parent seems concerned about the truancy).

Section 625.5 of the *Welfare and Institutions Code* authorizes cities that have enacted curfew ordinances for minors to collect fees for the actual costs of detention and transportation. The law requires cities to issue a warning citation explaining the consequences of a second violation.

Juvenile court. Welfare and Institutions Code Section 601 states that a minor who has "four or more truancies within one school year as defined in Section 48260 of the Education Code or if a school attendance review board or probation officer determines that the available public and private services are insufficient or inappropriate to correct the habitual truancy of the minor,

. . . the minor is then within the jurisdiction of the juvenile court which may adjudge the minor to be a ward of the court." The process is often slow, and the legal consequences are unclear. In contrast, the daytime curfew ordinances and traffic court hearings have several advantages over juvenile court involvement. The daytime curfew ordinance helps truants to feel the immediate effects of their behavior, and a logical consequence—improved attendance or a heavier fine. The close connection between behavior and consequence provides results that are more noticeable.

Operation Stay in School. A statewide program, Operation Stay in School is a truancy-reduction program operated under the cooperative sponsorship of a school district and local law enforcement agency. Its main goal is to enforce compulsory school attendance laws. Program law enforcement officers apprehend unsupervised school-age students without valid reasons for being out of school, and they take them to a reception center. Patrol officers issue citations to students and then return them to school to meet with their parents and the school's vice principal. Students can receive two citations without penalty; the third citation results in referral to appropriate support services.

It is important for the school and law enforcement team to jointly plan the following when implementing Operation Stay in School (contact: Fresno Unified School District, Student Services Office, (559) 457-2540):

- Location and staffing for the reception center
- Parent awareness campaign (e.g., newsletters, PTA announcements, newspaper articles)
- Procedures for returning students quickly to the regular program
- Methods to determine legitimate excuses for students to be off campus (e.g., year-round school passes, ID badges)

Vehicle Code citations. *Vehicle Code* citations can have a powerful impact on students:

> The adolescent offender who commits an "intermediate" offense is "at risk" of continued criminal behavior, yet [he] is also more likely to be responsive to deterring or preventative measures . . . If the offense occurs while at school, the only consequence will be a school suspension/expulsion, or transfer to an alternative education program (the "pre-delinquent" or first-time offender may well see this as a reward) . . . A policy was implemented in several of the districts within San Bernardino County requiring students who commit even minor violations such as possession of tobacco, theft, or vandalism to be cited into juvenile traffic court, resulting in fines and penalties . . . and the loss of a driver's license."[19]

Forms used in San Bernardino County are included in Appendix D.

Section 13202.7 of the *Vehicle Code* states that a student who has attended a school attendance review board (SARB) program, a probation department program, or truancy mediation and is again truant is subject to school suspension or revocation of all driving privileges and must surrender her or his driver's license. If the student is a minor and not yet driving, his or her right to do so may be postponed for one year. For additional time that the minor is truant, the court can add another year of waiting time for driving privileges. The suspension is in addition to any other penalty imposed on the minor, which can include:

- A fine of not more than $100, for which the parents or guardian are jointly liable
- Attendance at a court-approved truancy program

Work experience. The Alternatives to Expulsion Program targets students who have been arrested at school in Long Beach Unified School District. Instead of being sent to a California Youth Authority (CYA) camp, however, juvenile offenders have a new alternative: jobs and mandatory continuation high school classes. The program has the full cooperation of juvenile court judges; the police and probation departments; the school district and county office of education; and the city. Both the student and parent must agree to the alternative to incarceration and the terms of the agreement. Once the agreement is signed, students are enrolled in alternative classes and assigned to work four hours per day in a job funded by the Job Training Partnership Act. Failure to show up for school and work results in the student's being remanded to CYA.

District Attorney Mediation

Recognizing that a failed school experience is the single, most shared factor for more than 80 percent of adult offenders and delinquent minors, the Los Angeles deputy district attorney's office made a commitment to fighting truancy at *the earliest possible stage.* Abolish Chronic Truancy is a program that targets students in kindergarten through grade six and their parents. Schools refer students with attendance problems to the DA's office, which sends the parents a letter requesting a special meeting. After the meeting, the district attorney's office works with the school staff to track the attendance records of the students in the program. If attendance problems continue, the student and parents receive special attention by a school attendance review team (SART), which analyzes the student's problems and offers suggestions for help. The main message is the parents' obligation to send their children to school. If the referral to a SART does not produce satisfactory school attendance, the student is referred to the school attendance review board (SARB). If attendance problems still persist, SARB will refer the case to the district attorney's office for an office hearing. The hearing represents the final attempt to resolve the attendance problem informally and without prosecution. If the hearing does not result in regular school attendance, the district attorney's office will prosecute the student, the parents, or both.

In 1995, 9,769 families received letters form the district attorney's office. The attendance of 8,918 students improved after the initial letter, the attendance of 837 improved following the SART referral, and 39 improved after the SARB referral. Only two cases were prosecuted.

Funding for the program comes from a grant from the Office of Criminal Justice Planning, the district attorney's budget, the county supervisors' discretionary fund, and the school district.[20]

Expulsion/Suspension

In 1994, the federal government passed the Gun-Free Schools Act. The act requires states to implement expulsion policies for students who bring firearms onto school campuses.

According to *Education Code* Section 48915(a)(1–5), the principal or superintendent can *recommend* expulsion for the following acts, unless the principal or superintendent finds that expulsion is inappropriate:

- Causing serious physical injury to another person, except in self-defense
- Possessing any knife, explosive devise, or other dangerous object of no reasonable use to the student at school-related events
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code* except for the first offense for the possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis
- Robbery or extortion
- Assault or battery, as defined in sections 240 and 242 of the *Penal Code*, upon any school employee

However, the principal or superintendent *must immediately* suspend and recommend expulsion for the following acts according to *Education Code* Section 48915(c)(1–4):

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Healthy and Safety Code*
- Committing or attempting to commit a sexual assault as defined in Subdivision (n) of Section 48900 or committing a sexual battery as defined in Subdivision (n) of Section 48900

In spite of the intent to make schools safer, suspensions and expulsions have a dark side. Many students report that being suspended or expelled from school is one of the top three school-related reasons for dropping out.

To mitigate the negative aspects of expulsion, California law requires expelled students to continue their education in a different setting from their original school (*Education Code* sections 48915[d][1–3]; 48916.1). Community day schools (*Education Code* Section 48915.01) help meet the needs of expelled students.

In cases in which an expulsion appears to be warranted, the School Violence Prevention and Response Task Force's research found that some school districts transfer an expelled student to another district, as allowed under *Education Code* Section 48915.1. According to the task force, it is important for both schools to share information about the student so that the new school will know about the student's troubled background and be prepared to institute adequate programs so that the student can avoid continued problems.

Identification, Redirection, and Supervision of Repeat Offenders

Most school crime problems are caused by a small percentage of students. To help them acquire more prosocial behaviors, schools should make every effort to engage these students with adult mentors, meaningful programs, and close supervision. Consider the following:

- Place students with experienced teachers.
- Develop individual behavior and education plans.
- Assign a specific counselor to each student.
- Assign these students to lockers in areas that are clearly visible and easily supervised.
- Make sure to tie these students into services through your community network of youth-serving referral agencies.

Probation officers can provide additional supervision and mentoring for students who attend school while on probation. This type of partnership helps school staff, who can invest more time reinforcing positive behavior among all students, rather than spending an inordinate amount of time disciplining a few.

Parenting Reinforcement

In San Diego, when parents fail to comply with a SARB contract, the parents are prosecuted under *Education Code* Section 48293.[21] Although the court system is viewed as a last resort, school attendance has improved as a result of using it. A parenting program called the San Diego Parenting Project (SDPP) is designed to require reluctant parents who are in violation of *Penal Code* Section 272 (contributing to the delinquency of a minor) to participate in a parent education program. The focus of the program is to provide education about how parents can control their children and help their children avoid involvement in gangs, drugs, tagging, and other delinquent behaviors.

The Truancy Abatement Burglary Suppression Program (TABS) is a joint effort of the police, school districts, and district attorney's office in San Jose.[22] The program assigns police officers to work directly with the elementary school districts. Each school is asked to submit the names and attendance records of each habitual truant to the TABS coordinator. The program focuses on parents of the truants in the first through sixth grades and requires them to meet with the TABS coordinator. Meetings occur in the police department to emphasize the seriousness of truancy. Parents are asked to identify the cause of the problem and to help define a solution. The coordinator informs them about the law and consequences of noncompliance. If necessary, families in crisis are referred to other agencies for assistance.

The Kern County Office of Education funds the Truancy Reduction Program (TRP) through a consortium of independent school districts. The program assigns two deputy probation officers from the Kern County Probation Department as the primary service providers to intervene after all other intervention steps have been completed, including submission of a TRP referral. The school making the referral tracks the daily attendance of the student. Assigned probation officers make regularly scheduled home and/or school-site visits to meet one-on-one with students and their parent(s). If after four contacts a student is still not attending school regularly, the TRP officer documents the contacts and refers the student back to the school for possible referral to the district attorney's office. In addition, the officer files a complaint with the district attorney's office, charging parents with violation of *Penal Code* Section 272 (willful child neglect) when they have failed to send their children to school.[23]

Restitution and Community Service for Juvenile Offenders

Studies show that students tend to give up behaviors that would threaten bonds they have with people who exhibit healthy beliefs and high standards.[24] To help establish and strengthen that type of healthy bonding, *Education Code* Section 48900.6 allows schools to assign students to community service in lieu of suspension or expulsion (except in cases where expulsion is *required*—see *Education Code* Section 48915[c][1–4]). Partnerships with the presiding juvenile court judge, the chief probation officer, traffic court, and community or government leaders help schools establish community service and restitution programs such as peer courts. These opportunities allow students involved in vandalism and crime to have a way to compensate victims for their offenses and to see themselves as *contributors* rather than as *takers*.

The peer court staff in Placer County has developed an effective system for referring students to community service as a condition of their court sentencing (under Section 601 of the *Welfare and Institutions Code*). The peer court process trains students to work with judges, attorneys, and the district attorney to try their truant peers and come up with punishments for suspendable offenses. Peer court helps students learn about the juvenile justice system and personal responsibility. A jury of their peers sentences offenders, who are tried in peer court, and community service is often a sentencing tool.

The Placer County Peer Court follows a process that has evolved over a period of years:

1. Staff members contacted community agencies and individuals, asking them to participate in the program. They compiled a binder that lists opportunities and categorizes them by community location and type of service.

2. When students are sentenced to community service, a staff member conducts a phone interview to determine their interests, types of community service that appeal to them, and constraints, such as transportation problems.
3. Before placing the students, a staff member conducts an orientation meeting with them (the meetings are held each week with one to seven students). The staff member engages the students in creating their own community service assignments.

For example, when a staff member found that one student loved to fish, she worked with a local fish hatchery to create a position. In another case, a student was assigned to work with an elderly neighbor who at an earlier time had hired the boy to do odd jobs for him. Similarly, students who report that they love animals are paired with veterinarians or animal shelters.

Students who have completed community service through peer court often report that it has changed their lives.

Peer court is a cooperative venture of the Placer County Office of Education, Placer County Superior Court, district attorney, public defender, probation department, and local high school districts.[25] Other student court programs are operating at Atascadero High School, Banning High School, Franklin High School, Oxnard High School, and Pinon Mesa Middle School.

Terrorist Threats

As schools attempt to break the code of silence and respond to potential threats, they are making more use of *Education Code* Section 48900.7, which allows for suspension, expulsion, and citation or arrest when students make terrorist threats against school officials and/or school property. *Penal Code* Section 422 makes it a crime to threaten someone if the school determines that the threat is credible, and Section 422.6 outlines hate crime threats.

School officials need to be cautious when using the above sections, particularly if the school is acting on a tip from another student. Pending court cases indicate that judges will be strict in laying the burden of proof on schools districts.

Notes

[1] Peter Senge and others. *Schools That Learn*. New York: Doubleday, 2000, p. 104. *<www.fieldbook.com>*.

[2] "Metropolitan Life Survey of The American Teacher, 2000." *<http://www.metlife.com/Companyinfo/Community/Found/Docs/2000pdf.html>*.

[3] Gwendolyn Crump, "Ethics Earning High Marks: More Schools Are Stressing Character Education," *Sacramento Bee*, November 21, 2000.

[4] Sanford N. McDonnell, "Is Character Education the Answer?" *Education World* (February 1, 1999). *<http://www.education-world.com/a_admin/admin097.shtml>*.

[5] Senge and others. *Schools That Learn*. p. 125. *<www.fieldbook.com>*.

[6] Senge and others. *Schools That Learn*. p. 122. *<www.fieldbook.com>*.

[7] Contact: Clark Morrow, Program Manager, Public Information Office, San Bernardino County Sheriff's Department, (909) 387-0629.

[8] Contact: Stephen Thom, Mediator and Trainer, Community Relations Services, U.S. Department of Justice, Los Angeles, (213) 894-2810.

[9] Contact: San Diego County Probation Department, (619) 698-5457 or (619) 668-0363.

[10] Jim Larson, Douglas C. Smith, and Michael J. Furlong, "Best Practices in School Violence Prevention," unpublished paper. <*http://education.ucsb.edu/school-psychology*>.

[11] To download either document, go to <*http://www.cde.ca.gov/spbranch/safety/*>.

[12] CDE Educational Options Office, <*http://www.cde.ca.gov/spbranch/essdiv/sb65index.html*>.

[13] *Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, 1995, p. 80. <*http://ojjdp.ncjrs.org/resources/school.html*>.

[14] Stuart Greenbaum, Brenda Turner, and Ronald D. Stephens, *Set Straight on Bullies*. Malibu, CA: Pepperdine University Press (National Safe Schools Center [NSSC]), 1989. <*http://www.nssc1.org/*>.

[15] *School Violence Prevention and Response—Final Report of the Task Force to the Governor and California State Legislature*. Sacramento: Governor's Office of Criminal Justice Planning, 2000. p. 24. <*http://www.ocjp.ca.gov/publications/pub_schlvio.htm*>.

[16] Safe Schools and Violence Prevention Office, "Gang Prevention Safety Links." <*http://www.cde.ca.gov/spbranch/safety/ganglinks.html*>.

[17] For additional information, contact the Fresno Probation Services Manager, at 559-455-5270.

[18] Download a copy of *Law in the School* from the attorney general's Crime and Violence Prevention Center: <*http://doj.ca.gov/cvpc*>.

[19] Daniel Keller (Traffic Hearing Officer, San Bernardino County Juvenile Court), "Juvenile Traffic Court's Positive Impact on School Behavior." Palm Springs, CA. Address to the California Association of Supervisors of Child Welfare and Attendance State Conference, May 1, 1997.

[20] Contact the Los Angeles County deputy district attorney, (909) 620-3330.

[21] Contact the San Diego city attorney, 619-236-6220.

[22] Contact the San Jose Police Department, 408-277-4631.

[23] Contact the Kern County Prevention Program, School Community Partnerships Department, Kern County Office of Education, (661) 636-4757.

[24] Office of Juvenile Justice and Delinquency Prevention, 1995. <*http://ojjdp.nmcjrs.org/resources/school.html*>.

[25] Contact Placer County Peer Court, (530) 663-9227.

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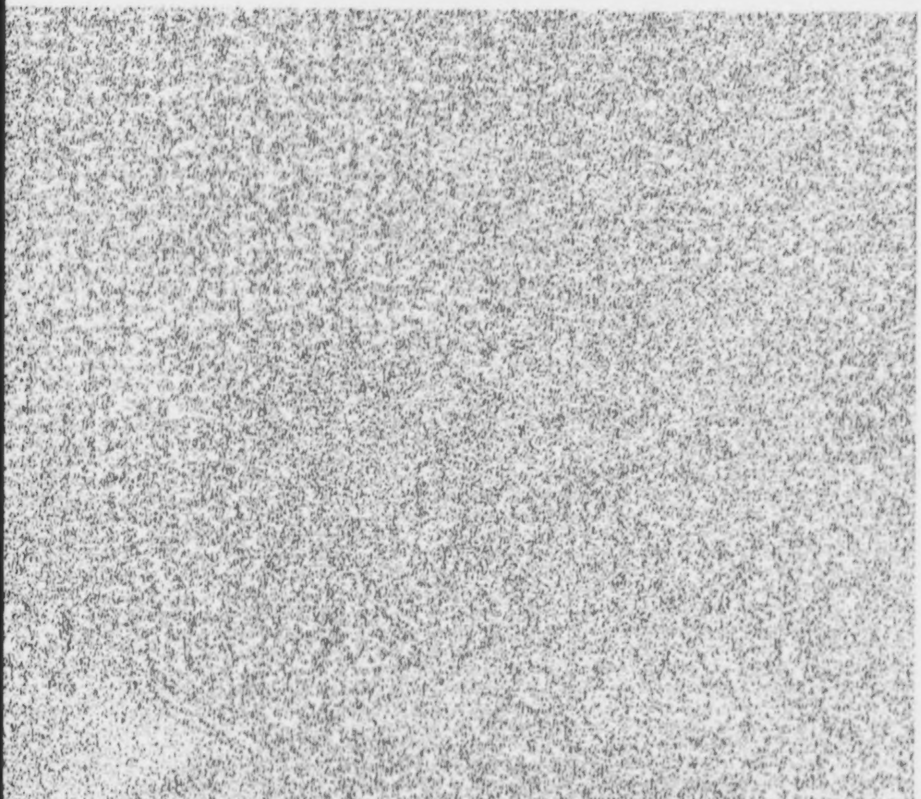
6

Component 2—
The Physical Environment



A team of fifth-grade children is in charge of our fire drills; some of these children were in a lot of trouble last year. They volunteered to be responsible for school safety but had no real idea what that meant. Now they love it. They decide when the fire drill is going to be. They have stopwatches. They study evacuation plans and come up with solutions for problem areas. They might suggest, for instance, that children in a certain part of the building should leave through a different door. After the drill, they get on the [public address system] and announce to the school how long the evacuation took, and that gets the rest of the school more involved.[1]

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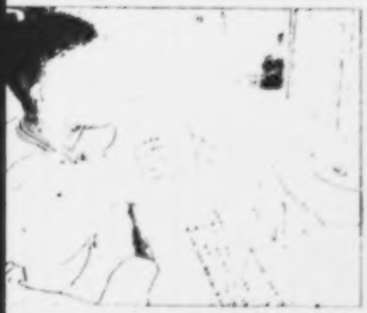

The second component of a safe school deals with *everything* about the school's physical environment—not just the security technologies. For example, a cheerful, well-lit, and comfortable school has the tendency to relax people and is more "hospitable," much like a warm home. In contrast, a dirty, dreary, or graffiti-filled building may create a sense of uneasiness among students and staff alike.

The following attributes of a safe and caring physical environment do not represent an exhaustive list, but will help the school planning committee as it examines the basics of the physical environment.

Adequate Lighting

Make sure all hallways, classrooms, and large gathering spaces are well lit. Providing good lighting and eliminating dark hiding places aids in supervision (and enhances students' reading ability).

Backpack Policies

If the school planning committee determines during Step 3 (data gathering) that there is a problem with backpacks, the committee might consider revising the school's backpack policies. For example, one middle school eliminated the use of backpacks during the school day to resolve the safety issue of bookbags cluttering aisles in the classroom (a tripping hazard). The policy also limited access to weapons, makeup, and other things that could distract students from lessons.

Other suggested strategies related to backpacks include:

- Allowing only clear plastic or mesh book bags (if weapons or contraband is a problem)
- Prohibiting book bags (if the problems are severe or if there is no way to check bags for contraband)
- Establishing a coat check area for oversized articles of clothing capable of shielding weapons (if backpacks and lockers are not available and weapons or drugs are a problem)
- Providing students with two sets of textbooks—one for home and one for school—to eliminate the need for book bags and to reduce the time for class changes (While costly, this approach also communicates the message, "We care about your long-term health and don't want homework to injure your back.")

Closed Campus

Closing the school campus may be helpful if a school needs to carefully supervise entries and exits. Data from school surveys may indicate a large number of outsiders intimidating students or attempting to sell drugs to students. Data may show a high truancy rate, particularly after lunchtime. These and other indicators might suggest the need for a closed campus, but since there are additional costs involved for both supervision and building modifications, the school planning team needs to be sure that their data support the needs for safety reasons before recommending a new policy to the district's governing board.

For additional information on closed campuses, go to the California Department of Education's Web site <*http://www.cde.ca.gov/spbranch/safety/closed.html*>.

Comfortable Rooms and Furnishings

For schools to be places that *engage* students, classrooms and furnishings must be comfortable and attractive. Every aspect of the school environment should communicate to the students that they are special and that school personnel are glad the students are there. In addition, keep the rooms at a comfortable temperature. In all respects, classroom design should keep the students focused on learning rather than on any distractions, such as discomfort.

Crisis Response Procedures

California schools have a wealth of information and training available to help them comply with mandates for routine and emergency disaster procedures (*Education Code* Section 35294.2[a][2][B]).

- Work Sheets 5-4 through 5-6 of *Safe Schools Planning Workbook* are designed to help schools develop a crisis response plan that is compliant with the state's Standardized Emergency Management System (SEMS).
- A crisis response box, or kit, was recommended by the School Violence Prevention and Response Task Force and also on both the CDE and attorney general's safe school Web sites. The Task Force was formed in 1999 after the shooting at Columbine High School to have California schools reexamine school safety strategies and preparedness. It was charged with reviewing the current state of school safety in California and reporting specific findings and recommendations for improvements to the Governor and Legislature. The crisis response page lists the items to include in the crisis response box so that it is ready for use whenever there is an emergency (emergency cards, building diagrams, keys, etc.)[2]

In the planning stage, ask the school planning team to list every crisis members have experienced and then have them brainstorm a plan for every contingency. The plan should be broad enough but specific enough to deal with every possible emergency.

Most importantly, schools need to develop a good communication plan that includes three strategies:

- *Evacuation procedures*—Do teachers know when to take the children off-site or to a designated location on campus?
- *Lockdown procedures*—Do students and teachers know when to rush to class and stay locked inside? (See Figure 9 in *Safe Schools Planning Workbook*.)

- *The crisis management team's meeting place and strategies*—Does the team have an emergency meeting place that serves as a communication center? By the time the teachers have completed the first two steps above, the team must be ready to give them information about next steps.

Law enforcement partners in the community can help the school complete most of the components of a crisis response plan:

- *Site-mapping or site-based security assessments.* Local law enforcement, fire, rescue, and civil response organizations can identify and map school structures and access routes and recommend appropriate contingency responses. The state's Office of Emergency Services (OES) provides site inspections and coordination for emergency disasters and can assist local law enforcement and school districts in the school-site-mapping effort.
- *Programs and security technologies.* Law enforcement partners can recommend safety technologies, including telephones in each classroom, cell phones for each school, and surveillance cameras in school areas identified in Step 3 (data gathering) as security risks.
- *Training.* It is important for schools to practice their crisis responses. Make sure any simulation is coordinated with the help of a qualified expert. The experts can help schools to avoid "copycat behavior" by protecting security strategies.

Although there is no requirement for schools to practice their crisis response procedures, the *Education Code* does require elementary schools to conduct fire drills once a month and secondary schools to conduct them twice per year. Schools can use those drills to practice evacuation procedures and emergency responses.

Trainers from the California Department of Education can help schools conduct "multiincidence drills" on campus. These trainers encourage schools to involve students in the simulations. For example, in one school, students in the drama class played injured students. However, trainers stress the following when using students in a simulated crisis:

- Screen students before letting them help in a simulation. Make sure students are cooperative, emotionally stable, and free from any recent trauma.
- Host a meeting with students who will be involved in the drill beforehand. Show them a video of previous drills and require their parents' permission to participate. During the presimulation meeting, have students role-play what it would be like to be injured. Trainers also talk with students about the seriousness of the simulation.
- Conduct a debriefing after a simulation. For example, teachers ask students to write about what they saw, learned, and felt. Students who participate as actors or videotapers report feeling safer because the school is taking these steps for safety.
- Ask 12 to 15 parents to act like panicked parents who want to take their children home immediately. This activity tests the school's system for

Lessons from the Santana School Shooting

In a briefing after the shootings in Santee, the San Diego County Sheriff's Office (SDSO) noted that the California Highway Patrol (CHP) helped tremendously by setting up and maintaining the outer perimeter during and after the crisis. The Sheriff's Office maintained a physical presence on the campus for an extended period after the incident, and they now have a full-time resource office on each campus in the district. Some of the lessons they learned as a result of responding to that crisis included:

1. Someone has to be in charge. Give one person the authority to handle multiple-agency responses.
2. Law enforcement needs to have land phone lines available; SDSO found they could not use their cell phones because of the high volume of use.
3. Law enforcement needs to restrict access to the command post by setting up a second area for politicians and others who will descend on the scene along with their entourages.
4. Schools need to practice lockdown procedures in which students and staff lock themselves in the rooms they are in until they are notified by law enforcement or another official that it's safe to leave.
5. Schools need an alternate location for evacuation. The schools' athletic fields cannot be used in a shooting situation.
6. Schools need a system to track students once they are evacuated. Granite Hills High School evacuated the students to a park across the street from the school and used various fenced playing fields to separate them into groups by grade level. This evacuation worked better than the evacuation of Santana High School, where all students went to a strip mall across the street from the school, which made it difficult to contain and account for the students present.
7. Law enforcement needs to practice the SWAT tactics required for this type of situation because they differ from the standard SWAT procedures.
8. Emergency medical technicians (EMTs) need to secure the identification of each victim along with where they are transporting the victims for treatment. The EMTs on the scene at Santana High put numbers on the victims' foreheads so they could keep track of them but didn't get identifying information prior to transporting them to the various hospitals. They didn't know the victims' names, only the numbers they were given and where they were taken.
9. Schools need a list of all students and their contact information, diagrams and maps of the school campus, one set of keys to every door or locking space that a person could fit into, and, very importantly, a plan to reunite students safely with their parents.
10. In the handling of the media, a location for briefings should be selected that is away from the incident. Schedule regular briefings, and monitor their stories as they talk to victims and witnesses before law enforcement has the opportunity to interview them. Set up a phone bank with people knowledgeable about the situation to respond to inquiries.
11. Debriefings of each agency involved should be conducted. Recognize there is a need for longer critical-incident-stress debriefing. The incident is over in minutes; the incident location is cleared in hours, the school reopened within days, but dealing with the emotional effects can take years.[3]

accessing child safety cards and the procedures for child and parent to reunite. Parent volunteers report feeling impressed that the school can manage so many tasks *and* hundreds of students during a crisis.

Entries and Exits

In most of the focus group discussions convened by the School Violence Prevention and Response Task Force, students, teachers, and police raised concerns about nonstudents being on campus, and especially the inability of school staff to prevent them from returning. Frequent loitering and trespassing by older students on elementary campuses is threatening to younger students, especially after school when there is no adult supervision in the area.

Although it may be physically impossible for security personnel to cover all campus access points at all times, school planning teams need to identify problem areas and seek community partners to help provide supervision. For example:

- Parent and neighborhood volunteers can monitor the school's main entry and exit points before and after school to see that outsiders do not harass students.
- A "safe passage" program using community and law enforcement partners can keep students safe on the way to and from school.
- Picture ID badges can be given to students, teachers, and volunteers to help staff identify outsiders.
- Signs should be present to direct visitors to the school office. The signs should be placed in strategic, visible locations and should be large enough to attract notice.
- Visitors should be required to sign in at the school office, noting the time they arrive and leave and stating their reason for visiting the school. When they sign in, give them a visitor's badge and ask them to wear it in plain view.
- School employees should be trained to courteously ask visitors whether they need help, and direct unidentified persons to the main office.
- Perimeter fencing should be considered as a means of restricting access to campus.
- Dogs are frightening to some elementary schools students and pose a liability problem if a stray dog on campus bites a student. Develop a partnership with local animal control officers so that stray pets can be removed as soon as possible.

Environmental Design

Architects designing new schools can take advantage of the advances in the science of environmental design. However, older schools can make many small modifications to achieve a safer, more efficient space. Some examples follow:

- Provide adequate fencing around swimming pools or other hazardous areas.

- Provide proper protection against people slipping in hallways and on stairwells.
- Provide adequate protection against falls from recreational equipment.
- Create landscape designs that prevent students from climbing to dangerous heights and that do not interfere with natural surveillance.
- Remove clutter from windows. Unless sun or the need for privacy makes window coverings necessary, leave windows clear to improve supervision.
- Review door locks. Teachers in one school worried because they could not lock doors to their classrooms from the inside. They felt that this compromised their safety during lockdowns.[4]
- Beautify the landscaping around the school with the help of parents, students, and volunteers.
- Provide easily supervised public telephones with dial-free connections to emergency services.
- Relocate safe activities near typical trouble spots. For example, consider relocating a counselor's office near a corridor or locker bay where problems have occurred, or place parent volunteers who are conducting ticket sales near problem areas.
- Eliminate obstacles such as trash cans and architectural barriers that block traffic flow and that make supervision and surveillance difficult.
- Use parabolic/convex mirrors in stairwells and locations that require improved supervision.

Graffiti Removal and Vandalism Repair

"One consideration that cannot be overlooked is the perception of a lack of order on a school campus. If a school is perceived as unsafe (i.e., it appears that no adult authority prevails on a campus), then . . . the school will actually become unsafe. This is an embodiment of the broken window theory: one broken window left unrepaired will encourage the breaking of additional windows. Seemingly small incidents or issues such as litter on a school campus can provide the groundwork for (or even just the reputation of) a problem school. Issues of vandalism and theft can be almost as harmful to a school as actual violence because they can create a fertile environment for loss of control and community confidence."[5]

Graffiti is a problem in many schools. Students use it to publicly express their disrespect for other students or staff. Gang members and "wanna-bes" often use graffiti to intimidate students and to impress others.

Vandalism includes destruction and/or the marring of school property and school buses, spray painting, team sport pranks, and incidents of breaking into vending machines and automobiles. Vandalism can be a predicator of school violence and seriously detracts from the sense that the school is a safe place. Write school policies so that students and parents are responsible for repair of all damage. Regardless of who is responsible, repair all graffiti and vandalism immediately to communicate that the school is a safe and orderly place.

Repair any condition that could lead to accidental harm (such as damaged fences, broken lights, or broken windows) before students are accidentally injured.

Hallways

In most schools, hallways are the first and last places students visit each day. To ensure that these areas are safe and convey a welcome feeling, schools need to be sure that halls are:

- *Brightly lit and cheerfully decorated*—Cover drab walls with cheerful paint or student posters and murals.
- *Easily supervised*—Keep trash cans out of people's way and assign adults to monitor major doorways, entries to restrooms, and other potential trouble spots.

Interagency Information-Sharing Agreements

Safe schools and safe communities are mutually reinforcing. This status is largely dependent on their multiagency agreements to share information on crime and on mutual clients. For example, schools can obtain a student's children's protective services (CPS) records if they operate within an appropriate framework, such as a partnership with another agency.

Schools generally do not know if a student who is entering a school for the first time has been abused, is at-risk because of family problems, has had disciplinary problems in another school district, or is a troubled child in need of mental health services. This lack of information prevents the school from targeting services and monitoring at-risk behavior.

State law allows agencies such as education, law enforcement, and mental health agencies to share information about a particular child (Integrated Children's Services Program—ICSP, *Welfare and Institutions Code* sections 18986.40 and 1898.46).

California law also requires school districts and county offices of education to develop and maintain pupil information systems (*Education Code* sections 49080–49083) to facilitate the exchange of demographic and attendance information with the federal government. The California School Information Services (CSIS) system is capable of confidentially tracking students with behavior problems. Once the system is fully operational, a student who is at-risk of child abuse or in need of services could be tracked through the system so that services could be made available. The system could also be used to track the behavior of problem students who transfer from district to district.[6]

A coordinated delivery system such as the one used by the Burbank OutReach Center helps to overcome hurdles to information sharing.

Each year when the school's safety plan comes up for review is also a good time for the school's administrators to review their information-sharing agreements (see Appendix D). The school might amend a district policy (via board adoption) stating that student records may be shared with any teacher, staff member, or youth-serving professional who has a legitimate need to know the content of records.

Lockers: Use, Visibility, and Supervision

In Arden Middle School (San Juan Unified School District), students go to their lockers only every other period. This policy has lengthened the instructional day by reducing the time it once took for students to go to their lockers between each period. In addition, it has reduced the need for some supervision during the day.

Lockers are a privilege. Make students partners in keeping them safe and free of vandalism. Include the locker policy in the student handbook, including the fact that lockers may be searched at any time for health and safety reasons. Issuing district-owned locks or requiring that students give the school their combination-lock numbers will help the schools conduct routine locker checks.

At Sutter Middle School (Sacramento City Unified School District), the new principal's first impulse was to get rid of the students' lockers, just as every other school in the district was doing. The students and teachers argued against removal, saying they would take responsibility for keeping them clean and free of contraband. The principal relented, and the students fulfilled their pledge.

Another method of supervising lockers is to recruit parent volunteers to assist with hallway supervision during times when students access their lockers.

Parking Areas

School policies need to stress that student parking is a privilege and that all students who drive their vehicles on school property agree to abide by campus rules and to having their vehicles searched.

Parking lots—like school buildings—need to have a minimum number of entrances and exits, although careful consideration must go into designing the flow for buses, those who are parking for the day, and those who are dropping students at school or picking them up. Design parking areas so they are easy to supervise.

Positive Posters, Bulletins, and Signs

Schools that want to create a caring environment must make sure that their signs, posters, and bulletins are accessible and welcoming to all members of their community. For example, a school in a neighborhood with a high percentage of non-English-speaking families can make sure that newsletters and signs are multilingual.

Although free-speech issues can be very difficult to deal with, the school needs to ensure that student work is positive and free of racial, ethnic, or gender slurs. If students express themselves in a negative way, make sure that the students and their parents are involved in a discussion of free expression rights and *responsibilities* (*Education Code* sections 48900[j], 48907).

Safe and Clean Restrooms

The following are primary considerations with respect to school restrooms:

- Provide supervision in the restrooms during all passing periods.
- Remove all graffiti from restrooms.
- Replace double-entry restroom doors with an open zigzag design to better monitor behavior in restroom areas.
- Use automatic flush valves and automatic water faucets to reduce vandalism and to control water consumption.
- Involve student teams in keeping the restrooms clean.

Security Technologies

Belen High School in New Mexico reduced on-campus fights by 75 percent after installing videocameras, issuing identification cards, and taking other low-tech steps recommended by scientists at Sandia National Labs. At Belen High, the principal can view the hallways and parking lot from a security monitor in his office as part of a security system installed as a pilot project in collaboration with Sandia. Property and other crimes have dropped dramatically with use of the system, which includes motion detectors and a silent alarm linked to the police department and the principal's home. Partners state that they cannot be sure that Belen's beefed-up security system would prevent a school tragedy, which is why school security is only a first step. Other steps include emphasizing social skills at all grade levels, identifying problem children early, and "sticking by" those children for as long as six years.

"Approximately 150 students helped develop the Belen school security blueprint. Key points include:

- All students are required to carry ID cards on campus. This process helps ensure that only auth[illegible]d people are on school grounds and at school functions.
- Tamper-resistant cameras are positioned to monitor areas known for incidents of fights, drug and alcohol use, smoking, and vandalism.
- A hand-held metal detector, loaned to the school by Sandia, is used to search for weapons in rare but threatening situations.
- Areas prone to graffiti received coats of antigraffiti paint, designed so graffiti wipes off easily.
- Better lighting is being installed at strategic outdoor locations thanks to the Public Service Company of New Mexico.
- Microdots, air scribes, and indelible and invisible paint are used on equipment and other assets to deter theft by providing a unique identification.

- Hair-analysis test kits are available for parents to use in instances of suspected drug use by their children.
- A portable Breathalyzer unit was supplied to the school and is used in instances of suspected alcohol use by students or employees."[7]

Schools needing to deal with specific security problems identified during the data-gathering stage will find a wealth of information in *Appropriate & Effective Security*.[8] According to the study, teams need to ask the following questions.

- *For this school year, what is most at risk?* The protection of the students and staff is always at the top of this list, but the measures taken to protect them will usually be driven by the defined threats. Are the instruments in the band hall very attractive targets for theft or vandalism? Is the new computer lab full of the best and most easily resold computers? Though desirable, a school cannot possibly afford to protect everything to the same level of confidence.
- *For this school year, who or what is the school threatened by?* Gang rivalries? Fights behind the gym? Drugs hidden in lockers? Guns brought to school? Outsiders on campus? Drinking at lunchtime? Vehicle break-ins? Graffiti in the bathrooms? Accidents in the parking lot? How sophisticated (knowledgeable of their task of malevolence) or motivated (willing to risk being caught or injured) do the perpetrators seem to be? Measures taken to protect against these threats are driven by the characterization of the facility and its surroundings as mentioned earlier.
- *What are the school's strengths and weaknesses?* How risks are approached will be driven largely by facility constraints. Is the school new or old? Are the windows particularly vulnerable? Does everyone who ever worked at the school still have keys? What is the nighttime lighting like? Does the interior intrusion sensor system work well, or do the local police ignore the alarms due to a high false-alarm rate? Are visitors forced or merely requested to go through the front office before accessing the rest of the school?

After the school safety planners have listed their school's threats, assets, and constraints, they need to prioritize the security issues. School or district risk managers can consider applying for safety credits through their self-insurance pool to help finance employee safety measures, purchase disaster supplies, or provide staff training on safety issues. Figure 6-1 lists some of the measures that planners can consider.[9] However, the study's authors note that there is no research on the effectiveness of any of the listed strategies.

Figure 6-1 Possible Security Strategies for Particular Problems

Problem	*Strategies*
Outsiders on campus	• Signs regarding penalties for trespassing • Enclosed campus (fencing) • Guard at main entry gate to campus and/or greeters in strategic locations • Student IDs or badges • Vehicle parking stickers • Cameras in remote locations • Uniforms or dress codes • SRO's marked vehicle kept in a conspicuous place • Exterior doors locked from the outside • Challenge procedure for anyone out of class • All visitors passing through office and receiving temporary badges
Fights on campus	• Cameras • Duress alarms • Whistles
Vandalism	• Graffiti-resistant sealers • Glass-break sensors • Aesthetically pleasing wall murals (these usually are not hit by graffiti) • Law enforcement officers on campus • 8-foot fencing • Well-lit campus at night
Thefts	• Interior intrusion detection sensors • Property marking (including microdots) to deter theft • Bars on windows • Reinforced doors • Elimination of access points up to rooftops • Cameras • Doors with hingepins on secure side • Computers and TVs bolted down • High-value assets kept in interior rooms • Key control • Biometric entry into rooms with high-value assets • Law enforcement officer on campus
Drugs	• Drug detection swipes • Hair analysis kits for drug use detection (for parental use) • Drug dogs (see AG Web site for latest opinions—*<http://doj.ca.gov/cvpc>*) • Removal of lockers • Random searches • Vapor detection of drugs
Alcohol	• No open campus at lunch • Breathalyzer test equipment • No access to vehicles • No lockers • Clear or open mesh backpacks • Saliva test kits
Weapons	• Walk-through metal detectors • Hand-held metal detectors • Vapor detection of gunpowder • Crimestopper hot line with rewards for information • Gunpowder detection swipes • Random locker, backpack, and vehicle searches • X-ray inspection of bookbags and purses
Malicious acts	• Setback of all school buildings from vehicle areas • Air intake and water source inaccessible • Adults on campus required to wear badges • Vehicle barriers near main entries and student gathering areas
Parking lots	• Cameras • Parking • Fencing • Card ID systems for parking lot entry • Bike patrol • Parking lots sectioned off for different student schedules • Sensors in parking areas where there should be no access during school • Roving guards

Figure 6-1 (Continued)

Problem	*Strategies*
Fire alarms	• Alternate days of the month so that drills are spontaneous • Boxes installed over alarm pulls that alarm locally (screamer boxes)
Bomb threats	• Anonymous reporting system • Caller ID on phone system • Crime-stopper program with rewards for information • Recording of all phone calls (include message about recording at the beginning of each incoming call) • Keeping bomb threat form next to office phones • Phone company support • No pay phones on campus • Policy to extend the school year after bomb threats and subsequent evacuations • All incoming calls routed through a district office
Buses	• Videocameras and recorders within enclosures on buses • ID required to get on school buses • Smaller buses • Duress alarm system or radios for drivers • Security aids on buses
Teacher safety	• Duress alarms • Roving patrols • Classroom doors left open during class • Cameras in black boxes in classrooms • Controlled access to classroom areas • Each teacher provided with a free cell phone programmed to call police emergency number

Conclusion—Your Safe School Plan

When your team has reviewed the *seven planning steps for a comprehensive, safe, and effective school* that are outlined in this manual and completed the companion workbook, you will have the elements you will need for your mandated safe school plan *and* for applications for many federal and state grant programs (see Fig. 6-2).

If your plan has been in existence for more than one year, you will need to provide a narrative summary of the evaluation results from year to year.

A school safety plan does not depend on the site administrator or on a team of two or three "security experts." Ultimately, a school will be as safe as its most vulnerable student. Engage each student as a valued member of a caring community, and enjoy the many benefits of a safe school.

Figure 6-2 Summary of Planning Components and Accompanying Work Sheets from *Safe Schools Planning Workbook*

Safe School Plan Required Components	*Work Sheets*
A narrative or list providing the names and titles of the planning committee members. " . . . in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process." (*Education Code* Section 35294)	Work Sheet 1-1
The school's mission statement (reflecting youth development)	Work Sheet 2-1
A narrative explaining: • Data sources the committee reviewed • Conclusions the committee drew from the data	Work Sheets 3-2, 3-3
A narrative summary containing: • Areas of pride and strength (list as pertaining to Component 1 or 2) • Areas you wish to change (list as pertaining to Component 1 or 2) • Analysis of how the data, needs, and perceptions about the school's safety were determined using the goals (*Education Code* Section 35294.2[a][1]) • Goals for the school year that address each of the two safe school components for "a safe and orderly environment conducive to learning at school" (*Education Code* Section 35294.2[a][2][H).	Work Sheet 4-4
A narrative, graph, timeline diagram, or list that includes: • The objectives necessary to meet each goal • Person(s) responsible (name[s] and title[s]) • Activities the above person(s) will undertake to meet the objective(s) • When and how the success of this year's goals will be evaluated	Work Sheets 5-3 and 5-4: Action plan for Component 1 and action plan for Component 2
"Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include . . . " [the policies and procedures listed in *Education Code* Section 35294.2(a)(2)]	Attach the policies listed in *Education Code* Section 35294.2(a)(2).
Timelines for meeting the goals and completing the activities	Work Sheet 5-6 (also in Work Sheets 5-3 and 5-4)
Method for communicating the plan to the public and keeping a copy on file (*Education Code* sections 35294.2[e] and 35294.8[b])	Work Sheet 6-1
Description of your evaluation plan: "The comprehensive school safety plan shall be evaluated and amended, as needed, by the school safety planning committee no less than once a year . . . " (*Education Code* Section 35294.8[a])	Work Sheets 7-1 and 7-2 (also in Work Sheets 5-3 and 5-4)

Notes

[1] Peter Senge and others. *Schools That Learn*. New York: Doubleday, 2000, p. 133. <*www.fieldbook.com*>.

[2] Crisis response box items are listed on <*http://doj.ca.gov/cvpc*> or <*http://www.cde.ca.gov/spbranch/safety/crisis.html*>.

[3] San Diego County Sheriff's Office, "Summary of Santana High School Shooting Incident." McClellan Air Force Base, Sacramento, May 1, 2001.

[4] *School Violence Prevention and Response—Final Report of the Task Force to the Governor and California State Legislature*. Sacramento: Governor's Office of Criminal Justice Planning, 2000, p. 46. <http:*//www.ocjp.ca.gov/publications/pub_schlvio.htm*>.

[5] *Appropriate and Effective Security*. Washington, DC: National Institute of Justice, 1999. <*http://www.ncjrs.org/school/ch1_10.html*>.

[6] *School Violence Prevention*, p. 44. <*http://www.ocjp.ca.gov/publications/pub_schlvio.htm*>.

[7] *Sandia Earns A+ on School Security Program Achievements*. Albuquerque, NM: Sandia National Laboratory News Release (March 1997). <*http://www.sandia.gov/media/schools.htm*>.

[8] *Appropriate and Effective Security*. Washington, DC: National Institute of Justice, 1999. <*http://www.ncjrs.org/school/home.html*>.

[9] *Appropriate and Effective Security*. <*http://www.ncjrs.org/school/home.html*>.

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Appendixes

Appendix A. California State Board of Education Policy on School Safety, Discipline, and Attendance

California State Board of Education Policy

POLICY#
01-02

SUBJECT
School Safety, Discipline, and Attendance

DATE
March 2001

REFERENCES
Integrated in text.

HISTORICAL NOTES
This policy supersedes a policy on the same subject originally adopted in October 1983 and revised in September 1993.

It is the policy of the State Board of Education (State Board) that all students enrolled in public schools in California have the right to safe schools.[1] The State Board believes that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm. The State Board also believes that the leadership in providing safe schools, establishing behavior standards, and improving student attendance must come primarily from local education agency (LEA) boards, superintendents and their staff, and site-level administrators. The leadership must be continuous in order to support comprehensive efforts at each school site to assist students in becoming self-directed and responsible for their own behavior.

It is further the policy of the State Board (supported by reference in statute[2]) that the substantial benefit students will derive from regular attendance in a safe and orderly school environment justifies a high priority and commitment of personnel and fiscal resources by the Legislature, Governor, and California Department of Education, and by LEAs.

In accordance with California *Education Code* section 35294.1 et seq., the State Board recognizes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every public school and district in the state. Develop and integrate the plan into the school planning efforts that currently exist. *Education Code* section 35294.6(a) requires that the plan be reviewed and updated annually by March 1. Also, *Education Code* section 35294.6(b) requires each school to report in July on the status of its school safety plan (including a description of the plan's key elements) in the annual school accountability report card prepared pursuant to *Education Code* sections 33126 et seq. and 35256 et seq. There should be a districtwide statement of philosophy, an enabling policy, and guidelines that serve as a foundation for safe school plans created by individual schools.[3] The statement should provide a clear sense of purpose and exemplify district support for the entire planning process. The State Board acknowledges that a student's academic achievement is a great deterrent to school violence; hence, a comprehensive plan should include a focus on high expectations of student performance and behavior in all aspects of the school experience.

Effective safe school plans are developed cooperatively by parents (guardians), students, teachers, administrators, counselors, and community agencies, including local law enforcement, and approved by the local governing board. The State Board also strongly encourages all LEAs to establish working and collaborative relationships with law enforcement agencies, service agencies, parents (guardians), and community members in order to provide safe and orderly schools, improve attendance, and expand services to students and parents (guardians).

The State Board believes that in order for a comprehensive program for school safety to have long-lasting effects, it should include a planned sequence of strategies and activities appropriate for all students and should be based on specific needs identified by a broad-based safe school committee.[4] The program should have a major focus that is preventive in nature and supports the development of students' assets.[5] In addition, it should include provisions to deal with critical issues, such as truancy; racial conflict; bullying; gang activities on campus; violent behaviors; weapons possession on campus; drug, alcohol, and other substance abuse; and natural disasters. The plan should also incorporate after-school programs and extracurricular and co-curricular activities that meet individual student needs to belong and to be respected and appreciated. Finally, the plan should include procedures for accommodating children and youth with disabilities.

The State Board believes that comprehensive safe school plans and programs should focus attention on the strengths and experiences that students, teachers, administrators, and other school personnel bring to the school campus; the physical setting and conditions in which education takes place; the organizational and interpersonal processes that occur in and around school; and the general atmosphere or spirit of the school.

Comprehensive plans and programs will provide a positive learning environment through the implementation of:

- Appropriate rules, regulations, and discipline policies that are well publicized, consistently enforced, and nondiscriminatory, and that take into consideration the due process all students are entitled to receive
- Appropriate professional development that emphasizes the importance of treating students, parents (guardians), and coworkers respectfully
- A rigorous curriculum that establishes high expectations for achievement by all students in every subject area, academic and nonacademic
- Effective counseling and guidance services that include personal counseling, peer programs, educational counseling, career planning, and training in job-seeking skills and work-related social skills
- Supplemental and alternative instructional strategies and learning programs, including extracurricular and co-curricular activities, independent study, work experience, and alternative schools, all of which are designed to empower students to complete high school and to transition successfully to employment or postsecondary education
- Student handbooks that explain codes of conduct, including information on such topics as student rights and responsibilities, unacceptable behavior, and procedures for due process and appeals
- Plans for dealing with potential disruptive conflict situations, including procedures for referrals to law enforcement agencies for serious offenses
- Processes for continually examining the factors in school life that influence behavior and modifying those factors to bring about desired behavior
- Programs and strategies that develop a student's sense of family and school connectedness, self-esteem, personal and social responsibility, character, and ability to resolve conflict in a positive, constructive way

- Appropriate professional development activities that include safe school strategies, current laws affecting school safety, and crisis response
- Collaboration and cooperation among community agencies, law enforcement agencies, neighborhoods, parents (guardians), and schools that lead to increased school safety
- A system of referrals to appropriate agencies for services that students need and that schools are unable to provide

Local plans for safe schools should be based on and/or include the following elements:

1. Collaborative relationships among community agencies, parents (guardians), local law enforcement agencies, and the school that lead to a common vision of a safe school and commitment to programmatic goals developed by a broadly based safe schools committee
2. A districtwide statement of philosophy, an enabling policy, and guidelines that serve as a foundation for safe school plans created by individual schools; provide a clear sense of purpose; and exemplify district support for the entire planning process
3. An assessment of the incidence of campus violence and vandalism, student behavior referrals resulting in suspensions or expulsions, student behaviors resulting in automatic expulsion, and students' attendance patterns, including actual attendance, number of excused and unexcused absences, and reasons for nonattendance and tardiness
4. Identification of appropriate and comprehensive strategies and programs that will provide or maintain a high level of school safety
5. A discipline policy that clearly defines expected behavior, provides consequences for deviations from the expected behavior, and distinguishes discipline problems from law enforcement problems. A discipline policy should provide details on the following:
   - Rights and responsibilities of students;
   - Student code of conduct;
   - Description of specific disruptive behaviors that interfere with the classroom learning environment (such as antisocial behaviors, gang-related attire and conduct, tardiness, and excessive absences) and logical consequences for those disruptive behaviors;
   - Provisions for due process (e.g., appeals, hearings, and grievances); and
   - Processes for reviewing the individualized education programs of individuals with exceptional needs, as defined in Section 56026 of the *Education Code*, or other children with disabilities that have a Section 504 plan, before punitive action for socially inappropriate behavior is initiated.
6. Objectives and strategies to improve school safety, attendance, student behavior, and disciplinary practices, and thereby reduce campus violence and foster a positive learning environment
7. An evaluation of the effectiveness of the designated strategies in reaching the desired attendance, behavior, and school environment goals
8. A description of the roles and responsibilities of faculty and staff in developing cooperative working relationships with law enforcement agencies, service agencies, parents (guardians), and students to ensure the implementation and continuing progress of the comprehensive plan
9. A description of the identified fiscal and personnel resources for the plan's implementation
10. Strategies for recognizing situations that may potentially result in conflict (or otherwise be disruptive of education) and implementing appropriate interventions

Notes

[1] California Constitution, Article 1, Section 28(c), "Right to Safe Schools."

[2] The Carl Washington School Safety and Violence Prevention Act, *Education Code* Section 32228 et seq.

[3] *Safe Schools: A Planning Guide for Action*. Sacramento: California Department of Education, 1995.

[4] Pursuant to *Education Code* sections 35294.1 and 35294.2, the school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. The site council shall consult with law enforcement in the writing and development of the plan, as well as consult, cooperate, and coordinate with other school site councils and safety committees, where practical.

[5] Michael Resnic and Richard Udry. "Protecting Adolescents from Harm: Findings from the National Longitudinal Study on Adolescent Health," *JAMA 278* (10) (September 10, 1997).

Appendix B. School Board Policies

The California School Boards Association (CSBA) maintains a database of sample policies for local school board members. School planning teams should ask their school board representatives for samples when they are revising any school policies to comply with the requirements of *Education Code* Section 35294 (SB 187):

1. Child abuse reporting (*Education Code* Section 35294.2[a][2][A]; *Penal Code* sections 11165.7[a]; 11165.14; 11166)
2. Disaster response procedures (*Education Code* sections 35294.2[a][2][B]; 35295–35297; *Government Code* sections 8607 and 3100)
3. Suspension and expulsion policies (*Education Code* sections 35294.2[a][2][C], 48900–48926)
4. Procedures for notifying teachers about dangerous pupils (Education Code sections 35294.2[a][2][D]; 49079)
5. Sexual harassment policy (*Education Code* sections 35294.2[a][2][E]; 212.5; 48900.2)
6. Schoolwide dress codes prohibiting gang-related apparel (*Education Code* sections 35294.2[a][2][F]; 35183[a][2]; 48950)
7. Procedures for safe ingress to and egress from school (*Education Code* Section 35294.2[a][2][G])
8. Procedures to ensure a safe and orderly environment (*Education Code* Section 35294.2[a][2][H])
9. Rules and procedures on school discipline (*Education Code* sections 35294.2[a][2][I]; 35291; 35291.5)

CSBA has many other policies school districts can consider, including:

- Referrals to the office
- Alternative placements for students
- Walk-on coaches and other volunteers
- Hazing/bullying

Protecting Our Children: Governing Board Strategies to Promote School Safety is a CSBA resource available for $14.95 plus tax from California School Boards Association, 3100 Beacon Blvd., West Sacramento, CA 95691.

Appendix C. Requirements in Existing State and Federal Programs and *Safe Schools: A Planning Guide for Action*

Program	*Comprehensive School Safety Plans, EC Section 35294 (SB 187)*	*Safe Schools: A Planning Guide for Action*	*IASA, Title I*	*Title IV (IASA): Safe and Drug-Free Schools and Communities*	*IASA, Title VI*	*Healthy Start Initiative and IASA, Title XI (Coordinated Services)*
Purpose	Requires comprehensive school safety plans that "shall unite all existing statutes that relate to school safety . . . "	Provides a process for developing a comprehensive school safety plan.	Helps children in high-poverty schools meet challenging academic content and performance standards.	Initiates and maintains comprehensive alcohol-, drug-, tobacco-, and violence-prevention programs in schools and their communities.	Title VI is designed to be a source of innovation for providing supplemental programs and services to students . . . to improve student achievement or improve the quality of education.	Restructures service systems linked to schools to provide comprehensive and integrated community supports and services for children and families.
Related Codes	*EC* 35294; Article 1, Section 28 of the California Constitution (. . . "inalienable right to attend campuses that are safe, secure . . . ")	EC 35294.2 (b) "It is the intent of the legislature that schools use the handbook . . . in conjunction with developing their plan for school safety." (See Appendix H for other related codes.)	Title I, Part A, and Title XI of the Elementary and Secondary Education Act			Title XI, Improving America's Schools Act of 1994, SB 997 (countywide interagency planning councils for child, youth, and family services); health frameworks.
Potential Funding Sources	State-mandated costs; grant programs (those that meet the intent of *EC* 35294 are listed in the Healthy Start Resources Chart (at end of RFA—*<http://www.cde.ca.gov/healthystart/hsrfa.htm>*).	Safe school plan implementation grants: (*EC* 32262; *EC* 35294.13). Beginning with the 2000-2001 fiscal year, the budget act included funds for safe school planning for *new* schools.	Statewide funding is available for low-income schools.	Federal fund entitlements are based on per-pupil average daily attendance.	Title VI funds may be used to support any of the eight program assistance areas, including safe and drug-free school programs.	Money is available for planning and for operational grants. IASA coordinated services provides funds for other IASA titles.

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Appendix C (Continued)

Program	*Comprehensive School Safety Plans, EC Section 35294 (SB 187)*	*Safe Schools: A Planning Guide for Action*	*IASA, Title I*	*Title IV (IASA): Safe and Drug-Free Schools and Communities*	*IASA, Title VI*	*Healthy Start Initiative and IASA, Title XI (Coordinated Services)*
Committee Composition	The committee consists of a principal, teacher's representative, parent, classified employee, and law enforcement representative. EC 35291.1(b)(2&3); EC 62002 (SIP)	Administrators, teachers, counselors, school nurses, security personnel, classified staff, students, parents, representatives from the media, law enforcement and juvenile justice agencies, fire departments, and health care programs (see Chapter 4 and Work Sheet 1-1).	Schoolwide programs require a site leadership team to oversee the comprehensive needs assessment, subsequent plan development, and implementation. Targeted assistance schools are required to ensure parent involvement in all phases of planning and in implementation of Title I.	"Develop the program in consultation with a local regional advisory council that includes representatives of local government, business, parents, students, teachers, agencies, medical professionals, law enforcement, and community-based organizations . . ."	Requires systematic consultation with parents, teachers, and administrative personnel, and other groups involved in implementation of Title VI.	The leadership and governance of local Healthy Start initiatives are provided by a collaborative composed of families, students, community members, service providers, and school
Planning Components Assess	I. Assess current school safety statistics: crime committed on school campuses and at school-related functions. EC 35294.2(a)(1)	Gather and analyze data (Step 3, p. 64; Work Sheets 3-1, 2, and 3); survey student and teacher attitudes about school safety by using work sheets and questionnaires in Appendix G.	IASA, Title I, emphasizes planning as an ongoing process based on the needs of the students.	Assess local needs related to health, safety, and alcohol, drug, and tobacco use.	Although formal needs assessment is not required, public school officials must consult with parents, administrators, and other appropriate groups.	The Healthy Kids surveys provide schools with information about the health and behavioral risks faced by their students. <www.wested.org/hks>.
Coordinate	II. Identify appropriate strategies and programs. EC 35294.2(a)(2)	Review the two school safety planning components and processes and adapt them to the local plan. Chapter 2 describes program effectiveness; chapters 5 and 6 describe the two safe school components; Chapter 4 describes the 7-step planning process; and Work Sheets 5-1 through 5-10 assist in identifying strategies.	Title I requires strong collaboration among schools, parents, and the community. School-level decisions are made that emphasize needs assessment, partnerships, and continuous program improvement.	"Design a program that is comprehensive and responsive to local needs and assets . . . Ensure that strategies are developmentally appropriate; affect behavior; and promote youth development in caring environments."	Public school officials are required to consult with parents, administrators, and other appropriate groups before making decisions on the use of Title VI funds. This consultation must cover the allocation of funds and include the design, planning, and implementation of programs supported by Title VI.	Provide for children's developmental needs, such as for stability, care, quality instruction, a positive social network, challenging experiences, and opportunities for participation. In addition, children need families, schools, and communities that are safe and nurturing.

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Appendix C (Continued)

Program	*Comprehensive School Safety Plans, EC Section 35294 (SB 187)*	*Safe Schools: A Planning Guide for Action*	*IASA, Title I*	*Title IV (IASA): Safe and Drug-Free Schools and Communities*	*IASA, Title VI*	*Healthy Start Initiative and IASA, Title XI (Coordinated Services)*
Comply	III. Include school's procedures for complying with existing laws related to school safety. *EC* 212.6(b)	Gather and analyze information. Study appendixes: Appendix D: "Mandatory Cross-Reporting"; inter-agency information exchange forms. Appendix F: Suspensions expulsions.	Title I provides funds for services to families in areas with a high concentration of poverty. In some cases, schools may provide health and social services.	"Match goals and objectives to an overall prevention plan."	Similar to funds for other consolidated categorical aid programs, at least 85% of Title VI funds must be spent for direct services to students. Examples of potential use of funds include purchasing materials housed in a library/media center, tutor-ing, mentoring pro-grams, community outreach programs, etc.	"Students and staff feel supported and are free to learn and teach without the threat of emotional or physical harm."
	Include the following:					
	• **Child abuse reporting.** *EC* 35294.2(a)(2)(A); *PC* 11165.7(a); 11165.14; 11166	Study "Strategies and Actions for Component 1" (pp. 80–98).				
	• Procedures for disasters and emergencies. *EC* 35294.2(a)(2)(B); 35295–35297; *Government Code* 8607 and 3100	Review Component 2, pp. 99–113.				
	• Serious offenses that result in suspension, expulsion. *EC* 35294.2(a)(2)(C) and 48900–48926	Review Chapter 5, "Component 1—"The School Climate," pp. 80–98; in Chapter 4, "Step 3, Gather and Analyze Data About Your School and Its Community," pp. 64–68; Appendix D, "Interagency Information Sharing," pp. 127–130; Appendix F, "Suspension, Expulsion, and Involuntary Transfer," pp. 141–142.		Share data on at-risk students so they can receive special services, such as mentoring, comprehensive health education, training in conflict resolution and mediation, service learning, prevention of hate-motivated violence, and coordinated family services.		

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Appendix C (Continued)

Program	*Comprehensive School Safety Plans, EC Section 35294 (SB 187)*	*Safe Schools: A Planning Guide for Action*	*IASA, Title I*	*Title IV (IASA): Safe and Drug-Free Schools and Communities*	*IASA, Title VI*	*Healthy Start Initiative and IASA, Title XI (Coordinated Services)*
Comply *(Continued)*	• Notification to teachers of dangerous pupils. EC 35294.2(a)(2)(D) and 49079	Review in Appendix D: "Mandatory Cross-Reporting."		Provide information to the safe school committee.		
	• Sexual harassment policy. EC 35294.2(a)(2)(E) and 212.5					
	• Any dress code that prohibits students from wearing "gang-related apparel." EC 35294.2(a)(2)(F) and 35183(a)(2) (Gang-related apparel is not protected speech under 48950.)	Review Component 1, pp. 80–98.		Help students enrolled in program to understand and respect school policies.		
	•Safety to and from school: provisions for safe ingress and egress of students, parents, and employees to and from school. EC 35294.2(a)(2)(G)	Review Appendix E, p. 140, "Outsiders and other Interference."				
	• Provisions for a safe and orderly school environment. EC 35294.2(a)2H	Review chapters 1, 2, and 6.		" Coordinate the district's efforts with communitywide efforts to achieve drug- and violence-prevention goals."		Students and staff feel supported and are free to learn and teach without the threat of emotional or physical harm.
	• Rules and procedures on school discipline. EC 35294.2(a)(2)(I), 35291; 35291.5	Review Component 1, Chapter 5. Refer to "Mandatory Cross-Reporting," p. 127.		Use mentoring, conflict resolution, and other targeted programs to improve student discipline.		

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Appendix C (Continued)

Program	*Comprehensive School Safety Plans, EC Section 35294 (SB 187)*	*Safe Schools: A Planning Guide for Action*	*IASA, Title I*	*Title IV (IASA): Safe and Drug-Free Schools and Communities*	*IASA, Title VI*	*Healthy Start Initiative and IASA, Title XI (Coordinated Services)*
Public Meeting	Hold a public meeting to allow members of the public to express opinions about the school's safety plan. *EC* 35294.8(b)	See Work Sheet 6-1.	Title I operates in a community context and requires strong parental involvement (e.g., an annual Title I informational meeting with parents) and school-parent compacts that include shared responsibility for improved achievement and use of extracurricular time.			"Parents are included as partners in the education of their children and the school assesses the health of children and families by working collaboratively with agencies, community groups, and businesses."
Evaluate	Amend or evaluate plan once a year. *EC* 35294.2(f)	See Chapter 4, p. 74, and Work Sheet 7-1.	Each Title I school is required to review its program based on the needs assessment with parent and community participation and must demonstrate yearly progress toward attaining performance standards.	"Evaluate and revise the program until it demonstrates that it is getting results."	Schools are required to provide CDE with descriptive data reporting the funds allocated to each of the funded areas and the number of participants and staff involved.	
Public Access to Plans	Keep updated file of all safety-related plans readily available for inspection by the public. *EC* 35294.2(e)	See Work Sheet 6-1.		"All reporting should be coordinated among the district, county office of education, and California Department of Education."		

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Appendix D. Interagency Information Sharing

Mandatory Cross-Reporting

Communities and schools need clear and specific policies and procedures to deal with serious offenses and criminal infractions when they occur on school campuses. Interagency agreements between law enforcement and schools serve to identify those circumstances that require legal intervention and describe procedures so that everyone knows what to expect.

Criminal Behavior—When to Call Law Enforcement Officials

School staff should meet with law enforcement officials to discuss crimes that typically occur on or near campus. This group should work out an agreement on the kinds of crime that should be reported to law enforcement agencies. Felonies should always be reported. For example:

1. Possession of knives, guns, and other dangerous weapons at school is not only an offense that can result in expulsion or suspension from school but also a criminal offense (*EC* 48915[a], 48915.1, 48902, 49330–49333; 5 CCR 3052; and *PC* 626.9–626.10, 12020, 12025, 12031, 653[k]).
2. An assault against any person by a pupil using a deadly weapon or force likely to produce great bodily injury, resulting in the suspension or expulsion of the pupil committing the assault shall be reported to law enforcement authorities by the school principal (*EC* 48902).
3. Assaults and batteries committed on school property against any person carry heavier penalties than if those crimes had occurred elsewhere (*PC* 241.2, 243.2, 243.3, 243.5). In addition, assaults on school employees by pupils must be reported to law enforcement authorities (*EC* 44014, 48902). An employee who is attacked, assaulted, or threatened by a pupil has a duty to report the incident to law enforcement officials. The employee's supervisor has the same responsibility. Both may be fined up to $200 if they fail to report the occurrence (*EC* 44014).
4. Any use, possession, furnishing, or sale of drugs or alcohol at school should be handled with disciplinary sanctions as well as reported to law enforcement authorities. Schools with serious drug trafficking on campus should not hesitate to work closely with law enforcement officials to apprehend the offenders (*EC* 48902).
5. *Education Code* Section 48902 states that schools shall, prior to the suspension or expulsion of any pupil, report to law enforcement authorities any violations of *Penal Code* Section 245 (assault with a deadly weapon) and any acts of students that involve the possession or sales of narcotics or possession of other weapons; and schools shall notify law enforcement authorities, within one school day after the suspension or expulsion of any pupil, of an act that may violate *Education Code* Section 48900(c) or (d).

Schools should report to law enforcement authorities those pupils who repeatedly commit misdemeanors. This action allows the juvenile justice system to deal with offenders early in their criminal careers while effective rehabilitation is still possible. Typically, a first-time offender's case will be handled through a diversion program. Only more serious cases and chronic offenders are sent to a juvenile court judge.

When crimes are reported to police, a record of the offense is accessible to the juvenile justice system. A student who is committing crimes at school is highly likely to be committing similar offenses elsewhere in the community as well.

When all crimes are reported, officials gain a more complete picture of the scope of criminal activity. School staff do no favors to youthful offenders or to the community by ignoring criminal behavior at school or by treating it as only a disciplinary matter.

The best way to deal with serious habitual offenders—juvenile career criminals—is through strong cooperation among school, law enforcement, prosecution, and probation agencies. Together these agencies identify, monitor, prosecute, and jointly supervise those minors at school and in the community (*Welfare and Institutions Code* sections 500–506).

In addition, all school staff should know the law regarding searches of students. Designated staff should be trained to conduct legal searches, when necessary, of students, lockers, students' vehicles, and other areas.

Full cooperation between schools and the juvenile justice system results in safer campuses once violators realize that schools will not tolerate criminal activity.

Court Notification to Schools

In 1984, the Legislature provided for mandatory notification of the misconduct of minors to the appropriate school district superintendents. *Welfare and Institutions Code* Section 827(b) requires the court to notify the district superintendent, in writing, within seven days when a minor enrolled in a district school (grades one through twelve) is adjudged guilty of involvement with narcotics or a controlled substance or has committed a serious act (as defined in *W&IC* 707[b]). Section 827(b) further states that the superintendent shall expeditiously transmit this information to the teacher and others who have supervisory or disciplinary responsibility for the minor. The information received is confidential and is not to be disseminated further. The information is vital for proper supervision.

Communication Between Probation Officers, Courts, and Schools

Recent legislation continues to increase schools' knowledge of a student's problems and legal responsibilities. For example, *Education Code* Section 48267 requires the juvenile court to inform the school district superintendent when a student has been placed on probation with conditions of school attendance. The code also requires the school to inform the juvenile court and the student's probation officer of any truancy within ten days of the occurrence. It is important for a school district to inform the court that the minor may be in the community unsupervised and in violation of the terms of probation. A school district that develops a form in which notice is provided to the court may be considered in compliance with the law.

Notification of Expulsion and Suspension

Education Code Section 48918(j) requires the school district to record the expulsion order of a student and the reasons for the expulsion in the student's record. The district must, on request, forward that record to any school in which the student subsequently enrolls. A student expelled from school for any of the offenses listed in Subdivision (a) of Section 48915 shall not be permitted to enroll in any other school or school district during the period of the expulsion unless the school is a county community school or a juvenile court school (*EC* 48915.2, 48915.7). If a pupil who has been expelled for an act other than the acts described in *Education Code* Section 48915(a) has moved to another school district, the law requires that the new school district be notified of the expulsion or any pending expulsion, and the new school district is required to hold a hearing to determine whether the pupil is a threat to students or staff (*EC* 48915.1). Thus, a school district has the opportunity to become aware of a student who may have a tendency toward violent behavior or who is involved with drugs. This information allows a school district to be more effective in placing a student in an appropriate educational program, provide for adequate supervision, and ensure the safety of all other students on campus.

Education Code Section 49079 states that a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except Subdivision (h) of Section 48900. The district shall provide the teacher with the information from any records that the district maintains in its ordinary course of business or that it receives from a law enforcement agency regarding a pupil described in Section 49079. This information must be based on written records that the school district maintains or receives from a law enforcement agency. Beginning with the 1992-93 school year, the information must include any records received from law enforcement agencies during the previous three years, and in every subsequent year the information will be for the most recent three-year period.

The *Education Code* requires a school principal or the principal's designee to notify law enforcement officials when particular acts occur on school campuses. The acts that must be reported are assault with a deadly weapon (which also leads to the suspension or expulsion of the student), weapons possession (as defined in *Penal Code* sections 626.9, 626.10), and possession or sale of a controlled substance on campus. In addition, any school employee who is assaulted by a student on school grounds is required to report the incident to law enforcement authorities. The employee's supervisor also is required to report to the appropriate authorities if she or he is aware of the incident (*EC* 44014). The purpose of making these reports is to allow the courts, probation departments, law enforcement agencies, and schools to work together in preparing and providing appropriate services for students who have the potential to disrupt a safe school environment. A streamlined information system avoids cumbersome procedures and facilitates the easy transfer of data.

Section 431 of the *California Code of Regulations (CCR), Title 5,* requires the governing board to designate a certificated employee as custodian of records. This employee has districtwide responsibility for overseeing compliance with required record sharing. The school district custodian of records should verify for the school whether the school's teachers and other identified recipients are being properly informed.

Notification of Disciplinary Policies and Procedures

In 1986 the Legislature added to the *Education Code* sections 35291 et seq., requiring schools to develop and adopt school-site rules and procedures on discipline. Public schools must review and adopt their rules and procedures every four years, beginning on or before December 1, 1987. Getting public involvement in the development of a school's rules and procedures is important and results in the public's support for a comprehensive and sound action plan. Schools must solicit the participation, views, and advice of a committee representing parents, school administrators, and school security personnel (if any); for middle schools and senior high schools, pupils enrolled in the school must also be included.

The code sections further emphasize the duty of all school employees to enforce the adopted rules and procedures. Students and parents must be notified of the rules and procedures, and a copy of the adopted rules and procedures must be filed with the superintendent of the school district. Disciplinary consequences must be enforced evenly and fairly and without bias toward any group on campus.

Access to School Campuses

In 1984, the Legislature enacted a series of school safety bills, one of which amended the *Penal Code* sections related to the access to school premises (*PC* 627 et seq.). In enacting the bills, the Legislature acknowledged that many serious crimes of violence are committed on school grounds by persons who are neither students nor school employees and who are not authorized to be on the school grounds. Schools must now post signs at each entrance to the campus, stating the hours in which persons entering a school campus must register in the school's main office, where that office is located, directions to the office, and the registration requirement. Registration allows the principal to know the identities of outsiders on campus and the reason for their presence and gives the principal or the principal's designee the opportunity to refuse the outsider access to school grounds. Such refusal must be based on the principal's (or the designee's) reasonable conclusion that the presence of the outsider would interfere with the peaceful conduct of school activities or would disrupt the school, the students, the teachers, or other employees.

Interagency Information Exchange Forms

In California personal information about a student, such as by child protective services (CPS) records detailing a family history of child abuse, is protected from disclosure under constitutional and statutory provisions of state law (*PC* 1167.5). However, state law allows agencies such as education, law enforcement, and mental health to share information about a particular child (Integrated Children's Services Program [ICSP], *W&IC* 18986.40 and 1898.46). ICSP agreements can provide a school with otherwise unknown background information about a student.

The safe school committee will need to modify the sample forms noted below and included on the following pages for the school's own jurisdiction to obtain access to needed records. The forms provide a beginning for interagency work. Because the forms are samples, they should be reviewed by your county council after the participating agencies agree to cooperate.

- Court Order Allowing Interagency Information Exchange is very broad and covers multiple access to the records of many agencies.
- Court Order Authorizing School–Probation Information Exchange deals with the records of only the two entities named.
- Superior Court—Miscellaneous Order sets a framework for the exchange of information.
- Interagency Request for Case Information can be used to manage the flow of records among all participating agencies.
- Request for Confidential Information is a form for requesting such information from the appropriate agency.
- Consent to Release Confidential Information is a form for obtaining the signed consent of the minor and parent to the receipt and exchange of records.
- Juvenile Traffic Court Orders is a form that requires the parent and the student to show proof of school attendance and progress to avoid further fines for infractions.
- Principal's Letter to Judge provides an example of how schools can build a positive working relationship with the juvenile court system.

SAMPLE TO BE PRINTED ON AGENCY LETTERHEAD OR WITH COMBINED NAMES/LOGOS OF ALL PARTICIPATING AGENCIES

Court Order Allowing Interagency Information Exchange

State of ________________, Superior Court
County of ________________, Juvenile Court

ORDER OF THE JUVENILE COURT AUTHORIZING RELEASE AND EXCHANGE OF INFORMATION AMONG SCHOOL DISTRICTS, LAW ENFORCEMENT AGENCIES, PROSECUTORS, COUNTY COUNSELS, CHILD PROTECTIVE SERVICES, AND PROBATION DEPARTMENTS OF __________________________ COUNTY.

Pursuant to the authority vested in the court by sections 827 and 828 of the *Welfare and Institutions Code* and Section 49077 of the *Education Code*, IT IS HEREBY ORDERED that juvenile court records and any other information that may be in the possession of school districts, law enforcement agencies, prosecutors, county counsels, child protective service agencies, and probation departments regarding minors may be released, for governmental purposes only, to the following persons who have a legitimate and official interest in the information:

1. The minor
2. The minor's attorney
3. The minor's parents or guardians
4. Foster parents
5. All district attorneys' offices
6. All law enforcement agencies
7. All county attorneys
8. All school districts
9. All probation departments
10. All public welfare agencies
11. All youth detention facilities
12. All corrections departments
13. Authorized court personnel
14. All courts
15. Treatment or placement programs that require information for placement, treatment, or rehabilitation of minors
16. All multidisciplinary teams for abuse, neglect, or delinquency
17. All juvenile justice citizens advisory boards
18. All state central information registries
19. All coroners
20. All victims may receive information from law enforcement agencies, probation departments, or the prosecutor to enable them to pursue civil remedies. These same agencies may release information to identifiable potential victims that a minor constitutes a threat to their person or property. They may release the name, description, and whereabouts of the minor and the nature of the threat toward the potential victim.

All information received by the authorized recipients listed above may be further disseminated only to other authorized recipients without further order of this court.

____
Date

____
Presiding Judge, Juvenile Court

SAMPLE

Court Order Authorizing School–Probation Information Exchange

State of ________________, Superior Court

County of ________________, Juvenile Court

ORDER OF THE JUVENILE COURT AUTHORIZING RELEASE AND EXCHANGE OF INFORMATION BETWEEN SCHOOL DISTRICTS AND PROBATION OFFICIALS

Pursuant to the authority vested in the Court by sections 827 and 828 of the *Welfare and Institutions Code* and Section 49077 of the *Education Code*, IT IS HEREBY ORDERED that the Probation Department of ________________ County and all school districts in ________________ County shall release information to each other regarding all minors and students under their supervision. Information that may be helpful in providing juvenile court educational placements and in increasing school safety and other legitimate official concerns of both agencies shall be shared by both agencies. Such information shall include, but is not limited to, academic, attendance, and disciplinary records; arrest and dispositional data; names of minors on probation and their assigned probation officers; and names of minors attending individual schools and their assigned teacher, counselor, or other appropriate adult contact at the school site.

____

Date

____

Presiding Judge, Juvenile Court

SAMPLE

SUPERIOR COURT OF THE STATE OF CALIFORNIA
IN AND FOR THE COUNTY OF ____________
SITTING AS THE JUVENILE COURT

Miscellaneous Order

WHEREAS, pursuant to sections 827 and 828 of the California *Welfare and Institutions Code* and Section 49077 of the *Education Code*, the Court may authorize the disclosure of juvenile offender information and juvenile pupil information, respectively; and

WHEREAS, Article 1, Section 28(c) of the California Constitution likewise establishes the right of students and staff in kindergarten through grade twelve to "campuses which are safe, secure, and peaceful"; and

WHEREAS, youth gangs clearly imperil the safety of both students and campuses; and

WHEREAS, the Court has been informed that concerns about "confidentiality" often have hampered or prevented communication among educators, law enforcement officials, district attorney, and probation personnel; and

WHEREAS, the lack of communication among the various professionals dealing with the same child impedes the solving and prosecution of crimes, as well as the evaluation and placement of juveniles who have committed crimes, and thus deprives educators of information needed to ensure safer schools;

THEREFORE, IT IS ORDERED, that all school districts in __________ County, all police departments in __________ County, and __________ County District Attorney may release information to each other regarding any minor when any person employed by such department, office, or school district indicates that there is a reasonable belief that this minor is a gang member or at significant risk of becoming a gang member.

Dated this _____ day of __________, 20__.

____

Presiding Judge, Juvenile Court

SAMPLE TO BE PRINTED ON AGENCY LETTERHEAD OR WITH COMBINED NAMES/LOGOS OF ALL PARTICIPATING AGENCIES

Interagency Request for Case Information

Information requested by ______________________________

Name ______________________ Title ______________________

Mail to ______________________ Telephone ______________________

Needed by (date) ______________________

Supervisor's name ______________________ Telephone ______________________

Minor/student's name ______________________________

Minor/student's address ______________________________

Telephone ______________________ Birth date ______________________

School ______________________ Grade level ______________________

Parent/guardian's name ______________________________

Parent/guardian's address, if different from that of minor or student

____

Telephone ______________________

SAMPLE

Request for Confidential Information

Check the requested information from the appropriate agency.

SCHOOLS

- ☐ Attendance
- ☐ Discipline
- ☐ Academic achievement
- ☐ Current progress
- ☐ Special program placement
- ☐ *Please call me*

PROBATION

- ☐ Terms and conditions
- ☐ Current progress
- ☐ Arrest/disposition
- ☐ *Please call me*

DISTRICT ATTORNEY

- ☐ Case conferences
- ☐ Progress of case
- ☐ Court rulings
- ☐ Victim/witness information
- ☐ *Please call me*

LAW ENFORCEMENT

- ☐ Arrest history
- ☐ Diversions
- ☐ Field interviews
- ☐ Family arrest history
- ☐ Gang involvement
- ☐ *Please call me*

CHILD PROTECTIVE SERVICES

- ☐ Abuse/neglect data
- ☐ Current progress
- ☐ Service plans
- ☐ *Please call me*

INTERAGENCY TEAM

- ☐ Petitions filed
- ☐ Profiles/reports
- ☐ Service plans
- ☐ Current progress
- ☐ *Please call me*

SAMPLE

Consent to Release Confidential Information

I (child's parent or guardian), ____________________________, hereby give the (agency's name) ____________________________ my consent to obtain confidential medical, psychological, drug and alcohol treatment, mental health, other treatment, and educational information from and exchange such confidential information with my child's physician, psychologist or counselor, social worker, probation officer, and/or school officials. I understand that this information will be used by the juvenile court and the (agency's name) ____________________________ to provide necessary services and treatment as long as my child is under the jurisdiction of the juvenile court or I am or my child is under the supervision of (agency's name) ____________________________.

* * * * *

Minor's date of birth ____________________________

Minor's current school or last school, if not presently enrolled ____________________________

Minor's physician ____________________________

Minor's counselor(s), psychologist, or psychiatrist ____________________________

Minor's social worker ____________________________

Minor's probation/parole officer ____________________________

Parent's/guardian's signature ____________________________ Date ____________________________

SAMPLE

Juvenile Traffic Court Orders

____________ County Superior and Municipal Courts

JUVENILE TRAFFIC

Address ______________________________________ Phone ________________

Regarding _____________________________________ Case number ___________

Upon a hearing conducted in accordance with Section 257 of the *Welfare and Institutions Code*, the above named minor was found to have violated section(s) ____________________ of the ______________________________ *Code*. It has been ordered by the Juvenile Traffic Hearing Officer per Section 258a of the Juvenile Court Law *(Welfare and Institutions Code)* that the minor is to do the following:

PAY A FINE OF $__________________

$__________ will be suspended on the following conditions:

- ☐ Enroll in school by: ______________________________
- ☐ Show proof of academic progress by: ________________________
- ☐ Show proof of regular school attendance through: __________________
- ☐ Obey all school orders and contracts with school officials
- ☐ Complete ______hours of community service
- ☐ Other ____

****ALL ORDERS ARE TO BE COMPLIED WITH AND PROOF SHOWN BY ____________*****

CASE CONTINUED TO____________ FOR SUBSEQUENT PROGRESS REPORT FROM SCHOOL COUNSELOR/TEACHER OR FOR FURTHER CONSIDERATION BY THE COURT.

Be advised that the Juvenile Traffic Hearing Officer retains jurisdiction over this matter until all orders have been fully complied with. The minor's privilege to drive or to obtain a license to drive will be suspended along with additional fines and penalties for failing to obey court orders.

Minor and parent must report to school official within one week from the court appearance, or Juvenile Traffic Court will be advised of failure to appear.

Traffic Hearing Officer	*Date*
Minor	*Date*
Parent	*Date*

SAMPLE TO BE PRINTED ON SCHOOL LETTERHEAD

Principal's Letter to Judge

Date

Judge ______________________

Juvenile Court

Address

Dear Judge ____________________:

Please accept our school community's appreciation of your support of our safety efforts. Your strong stand in ticketing students for fighting at school has resulted in a significant reduction in suspensions and fighting at ________(school)________. The positive change is very noticeable to the staff and the community.

We believe that our partnership helps students realize the seriousness of any physical violence, and the result is an improvement of the safety on our campus. Our off-campus suspensions for this year have been reduced by more than _______ percent.

We appreciate your support and look forward to working with you in the future. If we can be of any assistance here at the school, please contact me.

Again, thank you for your continued assistance with our safety efforts at _____(school)_____.

Respectfully,

(name) Principal

cc: District and/or county superintendent of schools

Appendix E. Outsiders and Other Interference

Although bullying is a big problem on school campuses, many schools perceive unauthorized outsiders on campus as one of the most time-consuming and annoying criminal problems they face. The laws restricting such persons from schools are complex, making it difficult for school staff and police to enforce them. Most of the laws require proof that the nonstudent intends to disturb, disrupt, or interfere with school activities—an intention that is often difficult to establish (see *PC* 626.2, 626.4, 626.6, 626.8, 627–627.10, 627.7(a); and *EC* 32211). Many statutes specifically require administrators to request an intruder to leave the campus. If the intruder refuses to leave or returns within seven days of the original order to leave, he or she may be arrested for a criminal offense.

If a school has a constant problem with outsiders entering the campus or loitering at the perimeter of the campus, it is best to call a meeting with law enforcement personnel and a representative of the district attorney's office to discuss the situation. The group should agree on which statute pertaining to trespassing or disruption will be used to cite offenders. School staff and law enforcement staff should be carefully trained to recognize when an offense falls within the scope of the statute. By working together as an interagency group on a tough enforcement and prosecution program, the staff of both agencies can alleviate the frustration of dealing with school trespassers. In addition to receiving a fine or time in custody, all offenders should be placed on probation with terms and conditions that require those persons to stay away from the school. Proving that a court order has been violated is usually far simpler than proving that elements of the trespass statute itself have been violated. The offender is then subject to further punishment. A strong message will be sent to those offenders that their misbehavior will no longer be tolerated.

Appendix F. Suspension, Expulsion, and Involuntary Transfer

The federal Gun-Free Schools Act states that a local educational agency (LEA) *must* expel a student for a period of at least one calendar year if that student brought a firearm of any type to school. *Education Code* sections 48900 et seq. state that a pupil may be removed from his or her school setting through suspension, expulsion, or involuntary transfer to a continuation school, opportunity program, or county community school if he or she commits any offense related to school activities or attendance involving the following acts or offenses:

- Physical injury of another person
- Drug or alcohol offense
- Theft
- Tobacco use
- Weapons possession
- Robbery (or attempts)
- Extortion (or attempts)
- Disruption/defiance
- Receipt of stolen property
- Obscene acts, profanity
- Sexual harassment
- Gang behavior
- Hate-motivated behavior

Because the governing board can deny enrollment to a pupil expelled from another school district (if the pupil poses a potential danger to others), schools should develop a system of documentation so that subsequent school sites receiving disruptive students will have the necessary information for suspension, expulsion, denial of entrance, or other necessary actions (see *EC* 48915.1). Figure F-1 contains a comparison of the three offenses and the consequences.

Figure F-1 Comparison of Offenses Related to School Activities

	Definitions	*Who must act*	*Length of action*	*Due process steps*
Suspension	Short-term removal of a pupil from ongoing instruction at a school for adjustment purposes. May be used only when other means fail to bring about proper conduct, except for specified offenses or safety concerns. Does not include reassignment to classes at the same school for the student's normal schedule, referral to an adviser, or removal from a class during the period (*EC* 48900, 48900.5, 48910, 48915, 48925).	Principals or superintendents (or their designees) and teachers (*EC* 48900, 48910, 48911[g][i]).	By principals or superintendents (or their designees): 5 days per offense; may be up to 20 days/year (30 with a disciplinary transfer); balance of semester for continuation pupil, with board's approval (*EC* 48903, 48912.5). By teacher: remainder of day and the next day from teacher's class (*EC* 48910). May request parent/guardian to attend class with student (*EC* 48900.1). For special education students, there is a maximum of 10 days (*Honig* v. *Doe, supra*).	1. Conduct informal conference with pupil, referring school employee, and principal (or designee) or superintendent (*EC* 48911). 2. Tell pupil reasons for discipline and allow pupil an opportunity to present his or her side (*EC* 48911). 3. Contact parent/guardian by telephone and in writing (*EC* 48911). 4. Report suspension to the governing board or superintendent according to board policy (*EC* 48911). 5. Request conference with parent/guardian and school (*EC* 48911).

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Figure F-1 (Continued)

	Definitions	*Who must act*	*Length of action*	*Due process steps*
Expulsion	Long-term removal of a pupil from the school district by action of the governing board, which may suspend the expulsion with specified conditions (*EC* 48918, 48915, 48925). For special education students, there must be a preexpulsion IEP (*Honig* v. *Doe*, 484 U.S. 305 [1988]; *EC* 48915.5).	Principal or superintendent (or designee) *must* recommend expulsion if pupil causes physical injury; possesses a firearm, knife, or explosive; sells drugs; or robs or extorts others. *Must* report reasons in writing if expulsion is considered inappropriate; however, a pupil in possession of a firearm *must* be expelled (*EC* 48915). Board makes final decision to expel or suspend expulsion (*EC* 48915).	Until governing board permits readmission (*EC* 48915.1, 48916). An LEA may not expel any special education pupil if the misconduct is related to the pupil's disability (*Honig* v. *Doe*, supra; *EC* 48915.5).	1. Hearing is to be held within 30 school days of act unless governing board meets less than weekly, in which case 40 school days are allowed (*EC* 48918). 2. Give pupil written notice, facts, and charges, and copy of specific rule violation; advise of right to be present, have counsel, copy documents, confront and question witnesses, present evidence, and obtain a record of the hearing (*EC* 48918). 3. Board determines whether pupil is expelled after board hearing or recommendation from panel or hearing officer (*EC* 48918). 4. Expulsion decision must be based on substantial evidence relevant to the charges adduced at the hearing (*EC* 48911). 5. Deliberation is held in closed session, but decision to expel is made public (*EC* 48918). 6. Pupil must be advised that he or she may appeal to the county board of education. Due process rules on appeal are extremely technical. County board's decision is final (*EC* 48918–48924).
Involuntary transfer	Transfer to a continuation school or opportunity program or class for a pupil who has irregular attendance or who is truant or disruptive (*EC* 48432.5, 48637).	Principal (or designee), for transfer to continuation school district or county screening committee for transfer to opportunity program or class or county community school (*EC* 1980, 48432.5, 48637.1, 48637.2).	Until end of the semester following the semester during which the acts leading to the transfer occurred or as specified under required placement review (*EC* 48432.5).	1. Pupil and parent are notified of proposed involuntary transfer in writing. Parent/guardian/pupil may request appeal with superintendent (or designee) (*EC* 48432.5, 48637). 2. At a meeting, pupil and parent are informed of facts and reasons for transfer; they may inspect documents, question witnesses, and present their own evidence (*EC* 48432.5, 48637). 3. Written decision must give reasons for transfer (based on *EC* 48900, truancy, or irregular attendance) and notice of any review process (*EC* 48432.5, 48637). 4. County community school requires decision by school attendance review board (*EC* 1981.2[b], 48432.5).

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Appendix G: Safe School Surveys

Safe School Questionnaire 1

The School's Physical Environment: A Physical Security Survey

Directions: This list was developed to guide the safe school committee's evaluation of the essential elements of the school's physical safety. After completing this assessment, record particular physical safety issues on Work Sheets 4-2, "Review Matrix," and 4-3, "Summary Sheet—Areas of Desired Change and Action."

	OK	*Concern*
School location		
1. Our school is visible from neighboring homes, businesses, and roadways.		
2. There are no commercial activities in the immediate vicinity of the school that would adversely affect the school environment.		
3. There are no businesses near the school that draw students from the campus or attract people who pose a threat to the students.		
School grounds		
4. All entries to our campus are properly secured.		
5. Security and local police have vehicle access to the campus at all times.		
6. Gates and door locks are accessible to police and fire personnel during emergencies.		
7. Local police are familiar enough with the campus to assist staff during emergencies or with visitor control.		
8. Field areas are fenced to prevent access by unauthorized vehicles and persons.		
9. School building areas are fenced separately from play areas to prevent intrusion during nonschool hours.		
10. The entry of visitors and outsiders onto the campus is controlled.		
11. There are signs at all entry points listing regulations and trespass laws.		
12. Visitors' entrances are clearly designated.		
13. The school grounds are clean.		

School grounds (Continued)

	OK	Concern
14. The grounds are free of rocks and gravel or other debris that might be used to vandalize the school property.	______	______
15. The school-site design facilitates supervision (i.e., all gathering areas are clearly visible).	______	______
16. Parking areas are visible from occupied building areas.	______	______
17. Bicycles are stored in secured areas during school hours.	______	______
18. Curbs around drives or parking areas are square in style to discourage the access of unauthorized vehicles to the grounds or building areas.	______	______
19. All necessary barriers exist to prevent the access of unauthorized vehicles to the campus.	______	______
20. There is a clear policy on maximum lighting overnight or no lighting (lights out) on the campus.	______	______
21. Exterior lighting is properly directed and bright enough to illuminate the necessary areas.	______	______
22. Lights are equipped with break-resistant lenses.	______	______
23. Damage caused by graffiti, broken glass, and other acts of vandalism is immediately repaired (before school opens).	______	______

School buildings/classrooms

	OK	Concern
24. The building design facilitates supervision (i.e., all areas in and around buildings are easily visible to staff and supervisors).	______	______
25. The school consults regularly with a locksmith and the police regarding building security.	______	______
26. All door and window locks have been checked recently to see whether they comply with updated crime prevention strategies.	______	______
27. There is a key-control system.	______	______
28. Locks on all exterior doors to high-risk areas are dead bolts.	______	______
29. All exterior doors have solid cores.	______	______
30. No exterior doors can be opened by breaking out nearby glass and reaching in.	______	______
31. All exterior doors open inward.	______	______
32. Ground-floor windows have extra security precautions.	______	______
33. Break-resistant glass is used, especially in high-risk areas.	______	______

	OK	*Concern*
School buildings/classrooms (Continued)		
34. Large windows have been replaced with smaller windows.	________	________
35. There are no sliding or casement windows that can be easily forced open on campus buildings.	________	________
36. Graffiti-resistant paint is used on buildings.	________	________
37. Signs use painted lettering or engraved lettering only.	________	________
38. Roofs are accessible only by ladder.	________	________
39. Roofs are fire retardant.	________	________
40. Buildings and classrooms have adequate communication systems (telephones, intercoms, and so forth).	________	________
Internal security: school alarms		
41. Buildings are fitted with fire alarms and automatic fire-control sprinklers.	________	________
42. Facilities have been inspected recently by fire prevention personnel to detect possible code violations or to make fire prevention suggestions.	________	________
43. A burglar-alarm system is installed and integrated throughout the campus.	________	________
44. The alarm system(s) is easily used by the staff.	________	________
45. The capabilities and limitations of the alarm system are understood by all.	________	________
46. The alarm system(s) is regularly maintained and tested.	________	________
47. Police, security, and fire departments are alerted by the alarm system(s).	________	________
Internal security: school property		
48. There is an up-to-date inventory (either written or computerized) of equipment and valuable property.	________	________
49. Property is inventoried on videotape for easy identification.	________	________
50. Equipment is engraved with the school name and school property identification number.	________	________
51. Valuables and equipment are properly secured.	________	________
52. School files and records are kept in a fireproof safe or storage area.	________	________

Other physical/environmental concerns:

Thank you for your help.

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Safe School Questionnaire 2

Our School's Safety

(Questionnaire for Adults)

Directions: As a part of the safe school committee's efforts to develop a safe school plan, we are seeking your opinion of the school. Indicate your opinions by circling one number to the right of each item. Do *not* put your name on this form.

	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
1. There are few locations near campus that encourage crime.	1	2	3	4	5
2. The effects of vandalism on campus are quickly repaired.	1	2	3	4	5
3. The school buildings are free of hazards that might cause accidental injury.	1	2	3	4	5
4. Staff use standard definitions and procedures to identify school crime.	1	2	3	4	5
5. The principal seeks comments from students and staff before making important decisions.	1	2	3	4	5
6. The school has adequate resources to help students in emergencies.	1	2	3	4	5
7. Every effort is made to use all class time for instructional activities and lessons.	1	2	3	4	5
8. Many parents are actively involved in school matters and decision making.	1	2	3	4	5
9. Everyone shares a feeling of wanting the school to change and grow in positive ways.	1	2	3	4	5
10. Students and staff have a sincere concern about each other.	1	2	3	4	5
11. The rules and expectations are clear and well known to everyone at school.	1	2	3	4	5
12. The rules and regulations are written and posted throughout the school (handbook distributed).	1	2	3	4	5

		Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
13.	The people at this school value learning and want to learn new skills.	1	2	3	4	5
14.	Instructional time is used productively by students and teachers.	1	2	3	4	5
15.	The consequences of violating school rules are fair and known to all and are applied consistently.	1	2	3	4	5
16.	The rewards used at the school are appropriate and meaningful.	1	2	3	4	5
17.	Positive behavior is acknowledged frequently. Students and staff feel appreciated.	1	2	3	4	5
18.	The school is well protected from potential crime or vandalism.	1	2	3	4	5
19.	The school is well maintained and a pleasant place in which to spend time.	1	2	3	4	5
20.	The classrooms are well maintained and inviting places in which to learn.	1	2	3	4	5
21.	Law enforcement personnel are involved in campus activities in nonenforcement roles.	1	2	3	4	5
22.	The procedures used to make decisions at school are well known to students and staff.	1	2	3	4	5
23.	There are clear procedures to deal with emergencies.	1	2	3	4	5
24.	Every attempt is made to place students in heterogeneous classes, except for mathematics and reading.	1	2	3	4	5
25.	Many students participate in school events.	1	2	3	4	5
26.	In this school almost everyone can be trusted, and students and staff feel physically and psychologically safe.	1	2	3	4	5
27.	Students and staff feel it is their responsibility to improve this school.	1	2	3	4	5
28.	School rules and expectations are realistic, practical, fair, and relevant to the students and staff.	1	2	3	4	5

		Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
29.	There is a tone of high moral standards, positive messages, and high expectations of everyone at this school.	1	2	3	4	5
30.	Everyone at this school can be successful.	1	2	3	4	5
31.	Disciplinary practices focus on the causes of problems and provide problem-solving procedures, rather than just punitive reactions.	1	2	3	4	5
32.	At this school it is everyone's responsibility to see that school rules are followed.	1	2	3	4	5
33.	People at this school receive public recognition for their good efforts.	1	2	3	4	5
34.	Few conditions on campus could cause accidental injury.	1	2	3	4	5
35.	The school buildings are in good condition.	1	2	3	4	5
36.	The classrooms have adequate space for the student-teacher ratio.	1	2	3	4	5
37.	The community uses the school during nonschool hours.	1	2	3	4	5
38.	Students and staff are allowed to make decisions and choices whenever appropriate.	1	2	3	4	5
39.	The principal provides leadership in curriculum development.	1	2	3	4	5
40.	Every effort is made to encourage cooperation among students in the classroom.	1	2	3	4	5
41.	There is clear coordination between the school and other public agencies, such as the police, county juvenile probation officers, and county mental health personnel.	1	2	3	4	5
42.	Students, staff, and parents feel personally responsible for what happens at school.	1	2	3	4	5
43.	Everyone's racial and ethnic heritage is respected at this school.	1	2	3	4	5
44.	The entire school community participates in developing behavioral expectations.	1	2	3	4	5

	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
45. The people at this school believe it is important to be productive.	1	2	3	4	5
46. Academic expectations are clear and positive for all students.	1	2	3	4	5
47. There are clear procedures for reporting all criminal behaviors to law enforcement agencies.	1	2	3	4	5
48. The principal and staff show respect, consideration, and sensitivity to students and parents.	1	2	3	4	5
49. The principal is highly visible on campus and is available to all members of the school community.	1	2	3	4	5
50. Equipment is inventoried and engraved for easy identification.	1	2	3	4	5
51. Classrooms are orderly and focused on instruction.	1	2	3	4	5
52. Parents and volunteers are recruited as monitors.	1	2	3	4	5
53. Parents, teachers, and community members are encouraged to participate in school activities.	1	2	3	4	5
54. Students and staff work together, with a minimum of favoritism shown.	1	2	3	4	5

Please make any comments you may have about our school's safety in the space below.

Thank you for your help.

Safe School Questionnaire 3

Our School's Safety
(Questionnaire for Students)

Grade level: _______

Directions: The safe school committee wants to determine how safe you feel on campus. We also want to hear about the things at school that you feel are unsafe and how they can be made safer. Give *only* your grade level.

Please express your opinions about this school by circling only *one* number for each statement.

	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
1. There are no places near this school that scare me.	1	2	3	4	5
2. They take good care of the schoolyard.	1	2	3	4	5
3. There is a lot of space in the classrooms at this school.	1	2	3	4	5
4. There are law enforcement officers who work here on campus.	1	2	3	4	5
5. When students at this school have an emergency, someone is there to help.	1	2	3	4	5
6. Teachers at this school let me do projects and assignments with other students in the class.	1	2	3	4	5
7. I really want this school to be "the best."	1	2	3	4	5
8. I feel that I belong in this school.	1	2	3	4	5
9. I work very hard in all my classes.	1	2	3	4	5
10. When students break rules, they all receive the same treatment.	1	2	3	4	5
11. I feel safe at this school.	1	2	3	4	5
12. The buildings at this school look in good condition.	1	2	3	4	5
13. Strangers do not come to and go from school easily.	1	2	3	4	5

		Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
14.	The principal asks students about their ideas at this school.	1	2	3	4	5
15.	We do not waste time in our classes at this school.	1	2	3	4	5
16.	You can trust people at this school.	1	2	3	4	5
17.	Everyone is expected to be his or her best at this school.	1	2	3	4	5
18.	Students at this school really want to learn.	1	2	3	4	5
19.	Teachers go out of their way to let me know I am doing a good job.	1	2	3	4	5
20.	Only a few students get hurt in accidents at this school.	1	2	3	4	5
21.	Very few accidents happen inside the buildings at this school.	1	2	3	4	5
22.	Students are given many choices at this school.	1	2	3	4	5
23.	My parents are involved at this school.	1	2	3	4	5
24.	All students, including students of color, students with disabilities, and students of differing nationalities, gender, and sexual orientation, are respected at this school.	1	2	3	4	5
25.	The school rules are listed in the classrooms and distributed around the school, and students know what the rules are.	1	2	3	4	5
26.	I can be a success in school.	1	2	3	4	5
27.	It pays to follow the rules and do well at this school.	1	2	3	4	5
28.	Writing on walls is cleaned or painted over quickly at this school.	1	2	3	4	5
29.	The classrooms at this school look very nice.	1	2	3	4	5
30.	In some classes I am with students of different abilities and talents.	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31.	Most students get involved in school activities.	1	2	3	4	5
32.	People care for each other at this school.	1	2	3	4	5
33.	The rules at this school are fair.	1	2	3	4	5
34.	Teachers at this school look out for troublemakers.	1	2	3	4	5
35.	We learn things about ourselves and about life and other things in addition to regular subjects.	1	2	3	4	5
36.	Parents often serve as hall and playground monitors at this school.	1	2	3	4	5

37. Which of these things happened to you in *the past month:*

a.	I was pushed around by someone who was just being mean.	NO	YES
b.	I was in a fistfight with another student.	NO	YES
c.	I was robbed or had something stolen from me.	NO	YES
d.	I saw a student with a knife.	NO	YES
e.	I saw a student with a gun.	NO	YES
f.	I saw students use drugs or alcohol on campus.	NO	YES
g.	I saw students steal from the library, a classroom, or the cafeteria.	NO	YES
h.	I saw someone destroy or make marks on school equipment or buildings (walls).	NO	YES
i.	I was afraid of being beaten up on the way to or from school.	NO	YES
j.	I was afraid of gang activity at school.	NO	YES
k.	Someone threatened me with a knife or gun.	NO	YES
l.	I was called names or put down by other students.	NO	YES
m.	I felt rejected by other students.	NO	YES
n.	I saw students smoking or chewing tobacco on campus.	NO	YES
o.	I know students who came to school high on drugs or alcohol.	NO	YES

38. You probably have other ideas about how to make our school safer. Please write your ideas in the space below.

Thank you for your help.

Safe School Tally Sheet

Observation List

Responses by students and staff to questionnaires provide valuable information about the general perceptions each group has about the school. The behaviors of students and staff also provide information about each group's perceptions of school safety. For example, the students' beliefs about teacher accessibility can be assessed by counting the number of student-initiated meetings with teachers. The following list of behaviors or conditions may be assessed through observation. The school planning committee can select or identify the particular behaviors or conditions it wants to evaluate.

The School's Physical Environment

1. Count the number of open classroom doors.
2. How often and when is the office door open?
3. What smell (pleasant or unpleasant) does the campus have?
4. Are student voices heard throughout the day? Are they a source of pleasure or irritation?
5. How often can music be heard on campus?
6. How many "cozy corners" can be found in classrooms and elsewhere on campus?
7. Are student collections and hobbies evident on campus?
8. Is student work displayed in public places?
9. How many classrooms have bolted-down desks?
10. How many persons in the school have master keys?
11. How many times during the day do bells ring?
12. How many graffiti are evident? How quickly do graffiti return after being removed?
13. Does the parking lot have spaces reserved for administrators?
14. How many windows have been broken this year?
15. How many toilets have been deliberately plugged this school year?
16. How many bulletin boards or display cases are empty?
17. How many display cases have not been redecorated in years?
18. How many newly planted flowers are on campus?
19. How long has it been since the school was painted?
20. How many parents and visitors comment about the appearance of the school campus?
21. How many student accidents and injuries have there been in the past year?
22. How many muddy, bare spots are on campus?

The School's Physical Environment (Continued)

23. How often is broken glass found on campus?
24. What is the height of the fence surrounding the school?

The School's Social Environment

1. How often do students make significant choices (in classes and in helping to run the school)?
2. How often do students seek help from school or community resource personnel?
3. How often are students involved in planning learning activities?
4. How often are students involved in planning social events?
5. How often are students involved in setting up bulletin boards or displays?
6. How often do students ask questions in class? Of their counselors? Of the principal?
7. What percentage of students are seen smiling and laughing during the school day?
8. What percentage of students play games or interact pleasantly during breaks?
9. What percentage of students carry nonrequired reading material?
10. What percentage of students are involved in extracurricular activities?
11. How many students attend optional school events?
12. How many teachers provide a variety of learning choices for students?
13. How often are teachers and staff seen listening to students?
14. What is the ratio of positive to negative comments made about students in the teachers' lounge?
15. How often do teachers and staff volunteer their own time for school activities?
16. How often do teachers and staff voluntarily stay after school to help students?
17. How many parents volunteer their help with school projects and activities?
18. How many in-service activities does the administration support each year?
19. How many educational alternatives are available?
20. How many changes in administration have occurred during the past five years?
21. What percentage of teachers have been at the school for more than five years?
22. How many threatening notes or telephone calls has the school received?
23. How many staff meeting agenda items do not deal with instruction?
24. How many staff meeting agenda items are proposed by teachers and other staff?
25. What is the talking-listening ratio of administrators and teachers at staff meetings?
26. How many items at staff meetings do students generate?
27. How many public-address announcements are made each day?

The School's Social Environment (Continued)

28. How many school activities are parents invited to attend?
29. What percentage of parents come to school activities when invited?
30. How many community volunteers work in the school?
31. How many staff and students recognize the school district superintendent?
32. How often do administrators visit classrooms and attend school activities?

The School's Culture

1. How many students go to the library by choice, not just for assignments?
2. What percentage of students are assigned homework each school night?
3. What percentage of students complete their daily class and homework assignments?
4. What percentage of students drops out each year?
5. What percentage of students skip class each day?
6. How many students have been arrested this year?
7. How many students have run away from home this year?
8. How many students have attempted suicide this school year?
9. How many students know the principal's name, age, likes, dislikes, and so forth?
10. How many students do not return to class after a fire drill?
11. How many students left school because of pregnancy this year?
12. How many students come to class "stoned" or under the influence of drugs or alcohol?
13. What percentage of the student body are habitual smokers?
14. How often are students encouraged to do their best?
15. How often are students told how they are doing in their classes?
16. How many students have been suspended or expelled this year?
17. How many false fire alarms have been set this year?
18. How many bomb threats have been received by telephone?
19. What percentage of the administrator's time is devoted to discipline?
20. What is the ratio of hall monitors to students?
21. How many faculty cars have been damaged in the school parking lot this past year?
22. How many times have the police been called to campus during the past year?
23. How many rules in the student handbook use the word "don't"?
24. How many staff members voluntarily eat with the students?

Appendix H: Statutes Regarding School Safety

School Safety Issue	*Code Reference*
Access to juvenile court records	*W&IC* 825–830, 504
Access to school premises (trespassers)	*PC* 626, 627 et seq. *EC* 32211
Access to school records Family Educational Rights and Privacy Act (FERPA)	20 *USC* 1238(g) *EC* 49061–49077
Arson	*PC* 451, 452
Assault on school employee	*PC* 241.6
Assault with a deadly weapon	*PC* 244.5, 245, 245.5
BB guns and so forth	*PC* 117(b), 417.2, 417.4, 626.10
Child abuse reporting	*PC* 11164–11174.3
Community day schools	*EC* 48915.01
Community service; alternative disciplinary action	*EC* 48900.6
Conduct of pupils (teacher duty concerning)	*EC* 44807
Confidential court reports to school district superintendent and employees re drugs and serious crimes by students	*W&IC* 827(b)
Court terms of school attendance and required report of truancy to probation department	*EC* 48267
Custodian of records	5 *CCR* 431
Damage of property	*EC* 48900(f)
Destructive explosive devices	*PC* 148.1, 12301(a) *H&SC* 12000
Detention after school	5 *CCR* 353
Detention during recess	*EC* 44807.5
Discipline	*EC* 35291 et seq.
District liability when students not on school property	*EC* 44808
Dress codes	*EC* 3518.3

School Safety Issue	*Code Reference*
Drugs and alcohol	EC 48900(c); PC 308(b), 380, 381; H&SC 647(f), 11357E
Drug paraphernalia	EC 48900(j)
Duplication or possession of keys	PC 469
Educational program required for expelled students	EC 48916.1
Electronic signaling devices	EC 48901.5
Enrollment during and after period of expulsion	EC 48915.2
Expulsion—mandatory; mandatory recommendation for:	EC 48915(a), 48915(c)
Expulsion of students with exceptional needs enrolled in special education	*Honig* v. *Doe*, 484 USC 305 (88); EC 48915.5
False bomb report	PC 148.1
Freedom of expression	EC 48900 (j), 48907
Graffiti	PC 640.5
Grounds for suspension/expulsion	EC 48900 et seq.
Harassment of student witness	EC 48900(o)
Harassment (other)	EC 48900.4
Hate-motivated behavior	EC 200, 233, 32228, 48900.3; PC 422, 422.6, 628
Hearing required by the governing board for any new student who has been expelled elsewhere for major crimes related to weapons and controlled substances; to determine continuing danger posed by student	EC 48915.(c)
Homicide	PC 187, 192
Imitation firearm	EC 48900(m)
Injurious objects	EC 49330–49333
Notice to district attorney of nonattendance; referral to SARB	EC 48263.5
Notice to parents re truancy	EC 48260.5
Notification of law enforcement authorities	EC 48902

School Safety Issue	*Code Reference*
Notification to teachers of students who have violated *EC* 48900 (except [h]) (Failure to do so is a misdemeanor.)	*EC* 49079
Possession of stolen property	*EC* 48900(l)
Principal's responsibility for adequate certificated supervision	5 *CCR* 5552
Profanity, obscene acts, demeaning racial statements, vulgarity	*EC* 48900(i)
Pupil liability	*CC* 1714.1
Release of pupils to peace officer	*EC* 48906
Report of assault or threat by a pupil against a school employee	*EC* 44014
Right of public to place matters of school district on governing board agenda	*EC* 35145.5
Right to a safe school	California Constitution, Article I, Section 28(c)
Robbery or extortion	*EC* 48900(e); *PC* 71, 211, 212, 518, 519
Rules of discipline	*EC* 35291, 35291.5
Sale of "look-alike" drugs and alcohol	*EC* 48900(d)
Sales within 1,000 feet of school	*H&SC* 11353.6
School district police/security departments	*EC* 39672; *PC* 241.4, 626.9, 830.4, 1463.12; *VC* 165
School safety model programs, conferences, and regional teams	*EC* 32260 et seq.
Searches	*EC* 49050
Sexual assault or battery	*EC* 48900(n); *PC* 243.4, 261, 261.5, 286, 288, 288(a), 647.6
Sexual harassment	*EC* 48900.2
Signed statement by staff re requirements to report child abuse	*PC* 11166.5
Standard school crime reporting form	*PC* 628 et seq.
Summary of state laws for schools (requires notice to parents)	*PC* 626.1
Supervision, extracurricular activities of pupils	5 *CCR* 5531
Supervisor of attendance/apportionment, duties of	*EC* 48240

School Safety Issue	*Code Reference*
Suspension/expulsion	EC 48900 et seq.
Suspension as a last resort (consider alternatives, such as community service/school beautification)	EC 48900.5
Suspension by a teacher (only for acts stated in EC 48900)	EC 48910
Suspension due process report to governing board or district superintendent on each suspension; principal's designee defined	EC 48911(e), 48911(i)
Terroristic threats	EC 48900.7
Theft or stealing	EC 48900(g); PC 484, 487, 488
Tobacco	EC 48900(h)
Tolerance	EC 233.8
Truancy	EC 48260
—Repeat	EC 48261; PC 601 (b)
—Habitual	EC 48262; VC 13202.7
Unauthorized outsider	PC 627.7(a)
Vandalism	PC 594
Weapons and dangerous objects	EC 48900(b); PC 244.5, 417, 653(g), 12020, 12220, 12403.7(d), 12403.8
Willful defiance or disruption of school activities	EC 48900(k)

For more information on legal codes and regulations, visit the following Web sites:

- California laws (includes links to each of the major government codes)
  <http://www.leginfo.ca.gov/calaw.html>
- California legislative information
  <http://www.leginfo.ca.gov/>
- *Law in the Schools*
  <http://caag.state.ca.us/cvpc/lawinschool.htm>
- Fontana Unified School District: Legal Resource
  <http://www.fontana.k12.ca.us/burton/browse.cgi?/Legal%20Resource>

Juvenile Citations in Superior Court

Using a regular traffic citation, cite all persons under age eighteen years to juvenile traffic court for the following violations. (Authority: *Welfare and Institutions Code*, Section 256)

Penal Code

308(b)	Receiving of (possession of) tobacco
374.3,4	Littering
415, 415.5	Disturbing the peace (*PC* 19.8 infraction)
485	Keeping lost property (*PC* 19.8 infraction)
490.1	Petty theft less than $50
502(c)(6–8); 537(b)	Computer access
2.2	Loitering in vicinity of posted property
555	Trespass posted property (*PC* 19.8 infraction)
594(a)(1)	Vandalism with liquid or paint
1.1	Possession of aerosol paint
8.8	Entering fenced property without permission
647(e)	Loitering—refusing to identify self
653(g)	Loitering—schools/other places attended by children

Business and Professions Code

26658	Minor consuming alcohol
26858.5	Minor attempting to purchase alcohol
25661	Minor using or possessing false ID
25662	Minor possessing alcohol

Health and Safety Code

11367(b)	Marijuana—less than 1 ounce
11532(a)	Loitering as lookout or selling narcotics

Appendix I: Bomb Threat Forms

Sacramento City Unified School District

Bomb Threat Response

Your name ______________________ Location ________________ Date ________

Words of caller ____

____

____

Time ______ a.m./p.m. Telephone ______________________ Ext. # ________

Name of person whom caller requested ______________________________

I said ____

____

WHEN will it explode? (*Record the exact words.*) ______________________________

____

____

WHERE is it? (*Record the exact words.*) ______________________________

____

____

WHAT does it look like? (*Record the exact words.*) ______________________________

____

____

WHO is the caller?

Name ______________________ Address ______________________

Telephone ______________________ Organization ______________________

Other statements (*Record the exact words.*)

Time caller hung up __________ a.m./p.m.

Bomb Threats: The Decision-Making Process

Professional judgment and experience are essential in evaluating whether a bomb threat is genuine. Each incident will need to be evaluated independently. Examine each fact and consider the incident as a whole before rendering your decision.

Levels of Concern

Generally, three degrees of concern exist and warrant the following actions:

Cold. The caller is not taken seriously because of one or more of the following reasons:

- Caller's statement.
- Caller's behavior.
- Immature voice, indicating that a child is making the threat.
- Short statement—caller then hangs up.

Evacuation of the school is not deemed necessary.

Warm. The threat is serious enough to merit investigation for the following reasons:

- Caller provides some information about the device.
- Caller's voice and tone elicit some concern.

Use a secret code that alerts teachers to check their areas for unidentified objects. Send teams to search their geographical areas. Notify the police/sheriff, using the nonemergency numbers (SPD 264-5471, SSD 874-5115).

Hot. The caller is serious and you must act immediately for the following reasons:

- Caller is convincing and sounds as if he or she knows what he or she is doing.
- Caller provides a lot of information.
- Caller describes the bomb, its location, and the type of explosive used.
- Caller gives a reason for planting a bomb.

Evacuate the school immediately and notify the police by calling 911.

Sacramento City Unified School District

Bomb Incident Plan

Making a bomb threat is a crime in the state of California and must be reported. If officers respond, they will make a report at the scene. If you have decided to treat the threat as a hoax, you still need to call in and report the threat. Please call the local law enforcement non-emergency number (Sac PD is 264-5471; Sheriff is 874-5115) to report if you have received a bomb threat. Notifying the authorities is important. If there are multiple hoax reports at certain locations, the police will attempt to locate and trace the telephone calls responsible for those threats.

The principals of each school should hold a meeting with the faculty and staff to discuss the Bomb Incident Plan. The principal or his or her designee is responsible for evacuating the school. The key to handling any kind of a bomb threat is a very small amount of preparation, training, and practice. With this commitment, a bomb incident can be an handled very well and without incident. Without it, a bomb threat can be a disaster.

Receiving a Bomb Threat Telephone Call

- Always have a Bomb Threat Report Form near call-taker stations.
- Listen closely to the voice (male or female), voice quality (calm, excited), accents, and speech impediments. Immediately after the caller hangs up, report the threat to the person designated by the administration to receive such information.
- Fill out the Bomb Threat Report Form as the caller is speaking.
- Report the information immediately to the police department.
- Remain available because law enforcement personnel will want to interview you.
- When a written threat is received, save all materials, including the envelope or container. Once the message is recognized as a bomb threat, further handling should be avoided. Every possible effort must be made to retain such evidence as fingerprints, handwriting or typewriting samples, paper, and postal marks. These items will prove essential in tracing the threat and identifying the writer.
- Although written messages are usually associated with generalized threats or extortion attempts, a written warning of a specific device occasionally may be received. It should never be ignored.

Decision Time

There are three alternatives in handling a bomb threat:

1. Ignore the threat.
2. Search and evacuate, if warranted.
3. Evacuate immediately.

The Search

It is imperative that personnel involved in a search be instructed that their *only* mission is to search for and report suspicious objects. Under no circumstances should anyone move, jar, or touch a suspicious object or anything attached to it. The removal or disarming of a bomb must be left to the professionals in explosive ordinance disposal.

Each faculty should have designated searchers who report to the Incident Commander. Each searcher will be responsible for a geographic area of the school and should be very familiar with the things that do and do not belong in this area. If the school is evacuated and the searchers complete their task and report to the Incident Commander that no device was found, then the next decision is to search further or resume school. If, however, the searchers do report one or more

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Adapted from a Sacramento City Unified School District staff training plan.

unusual objects, such as suitcases, packages, or briefcases that do not belong in their specific area, the next step would be to report the incident to the police.

The location of the device needs to be ascertained first. The local police have access to dogs that can sniff out explosives. If you believe that the bomb threat is a serious threat, evacuate the area and call the police by dialing 911. If you feel that the threat is possible but not probable, the single biggest help you can provide to law enforcement is to locate—but not move—the device.

Bombs can be constructed to look like almost anything and can be placed or delivered in any number of ways. The probability of finding a bomb that looks like the stereotypical bomb is almost nonexistent. The only common denominator that exists among bombs is that they are designed or intended to explode.

Most bombs are homemade and are limited in their design only by the imagination of, and the resources available to, the bomber. Remember, when searching for a bomb, suspect anything that looks unusual. Let the trained bomb technician determine what is or is not a bomb.

With the use of pagers and cell phones all around us, a bomb that is sensitive to RF energy would probably have detonated already. Handheld radios should be used on campus. A communications network is needed to make an effective search. However, specific directions should be given to all search personnel to refrain from using radios near anything they deem to be suspicious. If a suspicious object is found, use this common-sense rule: *If you can see a bomb, it can "see" you.*

If the police have been called, assign someone to escort the officer(s) to the Incident Commander. The officer(s) and the Incident Commander should have an immediate conference. The arrival of the police will lead to another viewing of the device or use of a dog to confirm the presence of explosives. Then a decision will be made by the supervisor or senior officer on the scene to call in the bomb squad. Once these officers have confirmed the device in place, they will make a decision how best to render the device harmless.

Responding to Bomb Threats

It is critical to train the school staff who answer the telephone to properly handle a bomb threat call. If practical, run mock telephone drills and evaluate the information recorded by the call takers. Instruct all personnel, especially those at the telephone switchboard, in what to do if a bomb threat call is received. It is not recommended that students operate school switchboards. (This is especially true during a rash of threat hoaxes. More experienced staff should handle the phones). It is always desirable for more than one person to listen in on the call. A covert signaling system may be implemented by using hand signals, preprinted signs, or any other method that will alert a nearby worker. Bomb Threat Report Forms should be available at all call-taker locations.

A calm response to the bomb threat caller could result in obtaining additional information. This is especially true if the caller wishes to avoid injuries or death. If told that the building is occupied or cannot be evacuated in time, the bomber may be willing to give more specific information on the bomb's location, components, or method of installation.

If the individual making the threat sounds like a giggling child and does not give any specific information relative to the device itself, then you may conclude that the bomb threat is a false threat. The things that increase your awareness of the seriousness of the problem are such factors as the caller being very specific about:

- The type of device
- The type of explosives used
- The placement of the device
- The time it is going to go off
- Whether it is intended to harm people
- The motive for setting the device

One or more of these factors can be used to determine the validity of the threat. If all the criteria above are met, there is a high probability that the device is real and in place, and evacuation should be conducted immediately. The decision to evacuate the school ultimately rests with the principal.

The bomb threat caller is the best source of information about the bomb. When a telephone caller makes a bomb threat, keep in mind the following guidelines:

- Try to keep the caller on the line as long as possible. Ask him or her to repeat the message. *Record every word that is spoken by the caller.*
- If the caller does not indicate the location of the bomb or the time of the possible detonation, ask him or her for this information.
- Inform the caller that the building is occupied and that the detonation of a bomb could result in death or serious injury to many innocent people.
- Pay particular attention to background noises, such as motors running, music playing, people talking, and any other noise that may give a clue about the location of the caller.

Unfortunately, each set of circumstances has its own dynamic and special problems. These are intertwined and when looked upon as a total entity they can help you see the problem in better focus.

The Evacuation

All teachers are required to take their attendance rosters with them during an evacuation. For a bomb threat, teachers should make a cursory inspection of their room for unidentified objects before evacuating. If a PA system is available in the school, establish a secret code known only to the teachers. Announce this code over the PA system to signal teachers to make a quick search of their areas for unidentified objects. School locator lists (SASI printouts with emergency information) should also be taken during the evacuation. This information will be necessary for reuniting parents and students should the need arise.

The Hoax

An important consideration for all principals must be the message that we send to threatening persons by evacuating a school. In essence, we are giving the person delivering the phony threat just what he or she wants—the disruption of school activity and continuing physical and emotional impact on the staff and students.

This is not to say that public relations considerations are not a factor in our decision-making process. We have to consider the image of the school and the relations that we have with the parents and neighbors as factors in our decision-making process. For example, if there was a destructive event at a school recently and the concerns of parents and district officials were very high, we may want to conduct a search or evacuation anyway. A cursory search or building evacuation can both be sound practices to show all concerned parties that we are taking care of the safety issues regarding children. We never want to be lulled into a sense of false security and assume that all threats are false.

Appendix J: Ways of Incorporating Youths in Program Design and Implementation

Youths can be successfully involved in program design and implementation via the following.

Setting Up a Youth-Friendly System

Incorporating youths in program design and implementation is possible if the system or process is friendly to youths. The following tips may be helpful:

Give the System Time

To involve young people effectively, plan for the program design phase to take more time than when managed only by staff. Involving young people means:

- Setting meetings at times that are convenient for them
- Preparing them to actively participate by supplying information on the agency's background, grants' objectives, and the program vision

Seek Opinions from a Diverse Representation of Community Young People

Establish a diverse group of students who reflect the community you are working with. Starting a Friday Night Live program is an opportunity to invite youths who have participated in past programs (youths you have established relationships with). If a program is designed for a specified community population, it is important to have community members from that population participate in all stages of program design and implementation.

Set Meetings at Times Convenient to Youths

Meetings to design the program and events (e.g., kickoff events, retreats, and orientations) should be scheduled according to youth participants' schedules. Meetings and events need to take place outside school time in the afternoons, in the evenings, or on weekends. When scheduling, avoid hectic school times, such as final exams week and weekends of proms.

Listen to Feedback and Be Open to Change

Inviting young people to the planning and implementation meeting means listening to what they have to say and being willing to act on their comments. Meeting together gives you an opportunity to learn from youths and for youths to learn from you. Take advantage of this opportunity by listening and being open to new ideas.

Acknowledge Youths for Their Time and Participation

Acknowledge young people for their time, contributions, and participation in this process; be creative in acknowledging their participation. Offer to sign off on community service hours or offer incentives (e.g., give gift certificates or T-shirts, or distribute paid stipends at the end of the process).

Note: Adapted from suggestions by Myel Jenkins, Project Coordinator, California Friday Night Live Partnership.

Engaging Youths

There are several ways to involve youths in program planning and implementation.

Establish Focus Groups

Forming focus groups is one method of collecting ideas from young people when beginning program design. Focus groups are a safe way for youth participants to give feedback on their impressions of the agency that will implement the program. Youth participants may also discuss their opinions and contribute their ideas on community issues.

Establish an Advisory Council

Establishing an advisory council of young people is another method of ensuring ongoing ideas from youths in designing and implementing the program. The advisory council can work with the agency staff in setting the vision and direction of the program. Examples of roles the council can take are as follows:

- Interviewing program staff
- Helping to lead orientations for program participants

Hire Staff Youth Interns

Consider hiring high school–age youths and college-age youths as staff interns at the program. The role of staff interns is to help the program succeed by undertaking appropriate program tasks with support from the staff. Typical tasks may include the following:

- Contacting program participants about upcoming meetings and events
- Working on the agency or program's Web page to make it more youth-friendly
- Leading outreach activities and presentations with others

Prepare interns for success by:

- Sending them through an orientation process
- Establishing regular supervision times
- Scheduling staff meetings at times when interns are in the office

Appendix K: Services of the School/Law Enforcement Partnership Cadre

In 1983 the California Departments of Justice and Education began the School/Law Enforcement Partnership. Its purpose is to encourage school and law enforcement agencies to establish interagency partnership programs that promote safe schools, improve student attendance and achievement, and encourage good citizenship. The Legislature and the Governor later endorsed the concept by enacting legislation (*Education Code* Section 32290), which provided funds for the School/Law Enforcement Partnership.

What Is the School/Law Enforcement Partnership Cadre?

The School/Law Enforcement Partnership Cadre is a group of professionals who have been trained to provide free technical assistance and resource materials to schools, law enforcement organizations, and other youth-serving agencies.

Technical and Program Assistance

Cadre members offer consulting services or materials free of charge in the following areas:

- Child abuse reporting/prevention
- School attendance review boards
- Conflict management
- School climate
- Drug and alcohol abuse prevention
- Safe school plans for SB 187
- School/law enforcement partnership
- School security/threat assessment
- Strategies for gang violence prevention
- Subcults
- Multicultural awareness
- Suicide prevention
- Parent education programs
- Truancy/dropout prevention
- Peer counseling programs/bullying
- Vandalism reduction
- Crisis response planning

How to Obtain Services

Assistance and materials on forming partnerships are available from the cadre at no cost. To obtain services, call or write to either of the following agencies:

School Safety and Violence Prevention Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814
(916) 323-2183
<http://www.cde.ca.gov/spbranch/safety/>
Crime & Violence Prevention Center

Office of the Attorney General
California Department of Justice
1300 I Street, Suite 1150
Sacramento, CA 95814
(916) 324-7863
<http://doj.ca.gov/cvpc>

Appendix L: List of Acronyms

Ⓐ	AA	Affirmative action
	AG	Attorney general
	AASA	American Association of School Administrators
	AB	Assembly Bill
	ACSA	Association of California School Administrators
	ADA	Americans with Disabilities Act
	a.d.a.	Average daily attendance
	AFDC	Aid to Families with Dependent Children
	AFT	American Federation of Teachers
	AP	Advanced Placement
	API	Academic Performance Index
	ASCA	American School Counselor Association
	ASHA	American Speech and Hearing Association
		American School Health Association
	ATE	Association of Teacher Educators
Ⓑ	BA	Bachelor of arts
	BCA	Boys Club of America
	BSA	Boy Scouts of America
Ⓒ	CABE	California Association of Bilingual Education
	CAC	*California Administrative Code*
		California Arts Council
	CACSS	California Association of County Superintendents of Schools
	CAHPERD	California Association for Health, Physical Education, Recreation, and Dance
	CAI	Computer-assisted instruction
	CAL-ABA	California Association for Behavior Analysis
	CAL-OSHA	California Occupational Safety and Health Administration
	CANHC	California Association of Neurologically Handicapped Children
	CAP	California Assessment Program (or FedCAP—Federal Corrective Action Plan)
	CAROCP	California Association of Regional Occupational Centers and Programs
	CASBO	California Association of School Business Officials
	CASCWA	California Association of Supervisors of Child Welfare and Attendance
	CASE	Council of Administrators of Special Education
		Council for the Advancement of Secondary Education
	CAWEE	California Association of Work Experience Educators
	CBEA	California Business Education Association
	CBEDS	California Basic Educational Data System
	CBEST	*California Basic Educational Skills Test*
	CCCenters	Child care centers
	CCA	California Curriculum Alliance
	CCAE	California Council of Adult Educators
	CCBE	California County Boards of Education
	CCC	California Community Colleges
		California Conservation Corps

	CCDAA	California Child Development Administrators Association
	CCEA	California Community Education Association
	CCHE	California Coordination Council for Higher Education
	CCR	*California Code of Regulations* Coordinated compliance review
	CCS	California Children's Services
	CCSSO	Council of Chief State School Officers
	CDA	Child days of attendance
	CDE	California Department of Education
	CLAD	Cross-cultural language & academic development certification
	COE	County office of education
	COLA	Cost-of-living adjustment
	CPS	Children's protective services
	CSBA	California School Boards Association
	CSEA	California School Employees Association
	CHKS	California Healthy Kids Survey
	CISM	Critical Incident Management System
	CSHA	California Speech-Language-Hearing Association
	CSLA	California School Leadership Academy
	CSNO	California School Nurses Organization
	CSPTA	California State Parent Teacher Association
	CSR	Class-size reduction
	CSRD	Comprehensive School Reform Demonstration
	CSSA	California Safe Schools Assessment
	CTA	California Teachers Association
	CTAP	California Technology Assistance Project
	CTBS	*California Test of Basic Skills*
	CTC	Commission on Teacher Credentialing
	CYA	California Youth Authority
Ⓓ	DAC	District advisory committee/council
	DARE	Drug abuse resistance education
	DCH	Development center for the handicapped
	DHA	Department of Human Assistance
	DHS	Department of Health Services Digital High School (Grants)
	DOF	Department of Finance
	DOJ	Department of Justice
	DSS	Department of Social Services
Ⓔ	EC	*Education Code*
	ECE	Early childhood education
	EDD	(California) Employment Development Department
	EH	Educationally handicapped
	EIA	Economic impact aid
	EL	English learner
	ELD	English language development
	EOA	Equal Opportunity Act
	ERIC	Educational Resources Information Center
	ESEA	Elementary and Secondary Education Act
	ESL	English as a second language
Ⓕ	FEP	Fluent-English proficient
	FTA	Future Teachers of America
	FTE	Full-time equivalent
	FY	Fiscal year

G	GC	*Government Code*
	GAIN	Greater Avenues for Independence
	GAO	General Accounting Office
	GATE	Gifted and talented education
	GED	*General Educational Development Test*
	GPA	Grade point average
	GRIP	Gang risk intervention program
	GSE	*Golden State Examination*
H	HHS	Health and Human Services
	HKPO	Healthy Kids Program Office
	HLS	Home language survey
	HMB	Hate-motivated behavior
	H&SC	*Health and Safety Code*
	HSEE	*High School Exit Examination*
	HUD	Department of Housing and Urban Developmen (U.S.)
I	IASA	Improving America's Schools Act
	ICS	Incident Command System
	IDEA	Individuals with Disabilities Education Act
	IQ	Intelligence quotient
	IRC	Instructional resource center
J	JCCS	Juvenile court and community schools
L	LD	Learning disability
	LEA	Local educational agency
	LEP	Limited-English proficient
	LES/NES	Limited-English speaking/ non-English speaking
	LH	Learning handicapped
M	M & O	Maintenance and operations
	MOU	Memorandum of understanding
N	NASBE	National Association of State Boards of Education
	NEA	National Education Association
	NES	Non-English speaking
	NSBA	National School Boards Association
O	OCR	Office of Civil Rights
	OGA	Office of Governmental Affairs
	OES	Office of Emergency Services
	OJJDP	Office of Juvenile Justice and Delinquency Prevention
P	PACE	Policy Analysis for California Education
		Professional Association for Childhood Education
	PAL	Police Activities League
	PC	*Penal Code*
	PCR	Program compliance review
	PIO	Public information office/officer
	PL	Public law
	PQR	Program quality review
	PSAA	Public Schools Accountability Act
	PTA	Parent-Teacher Association
	PTSA	Parent-Teacher-Student Association
R	RFA	Request for application
	RFP	Request for proposal
	ROC	Regional occupational center
	ROP	Regional occupational program
		Regional opportunity program
	ROTC	Reserve Officers Training Corps
	RSP	Resource specialist program
S	SAC	School advisory council/ committee
	SARB	School attendance review board
	SARC	School Accountability Report Card
	SAT	*Scholastic Assessment Test*

SB	Senate bill
SCPP	School Community Policing Program
SDFSCA	Safe and Drug-Free Schools and Communities Act
SEA	State educational agency
SELPA	Special education local plan area
SEMS	School Emergency Response System
SIP	School improvement program
S/LEP	School/Law Enforcement Partnership
SRO	School Resource Officer program
SSC	School site council
SST	Student study team

Ⓣ	TA	Teaching assistant
Ⓤ	UC	University of California
	USDE	U.S. Department of Education
	USD	Unified school district Union school district
Ⓥ	*VC*	*Vehicle Code*
Ⓦ	WASC	Western Association of Schools and Colleges
	W&IC	*Welfare and Institutions Code*

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Government Agencies and Research Centers

After-School Learning and Safe Neighborhoods Partnership Program (SB 1756/AB 1428/AB 2284) *<http://www.cde.ca.gov/afterschool/>*

Center for the Study and Prevention of Violence (CSPV) *<http://www.Colorado.EDU/cspv/factsheets/factsheet10.html>*

Consolidated State Plan, California Department of Education *<http://www.cde.ca.gov/iasa/summary.html>*

Governor's Office of Criminal Justice Planning *<http://www.ocjp.ca.gov/>*

National Resource Center for Safe Schools, Northwest Regional Educational Laboratory *<http://www.safetyzone.org>*

Public/Private Ventures, 2005 Market Street, Suite 900, Philadelphia, PA 19103; (215) 557-4400. *<http://www.ppv.org/indexfiles/mentor-index.html>*

Public Schools Accountability Act (PSAA) in *Education Code* Section 52056[a] *<http://www.cde.ca.gov/psaa/>*

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U.S. Department of Education's National Diffusion Network *<http://www.ed.gov/pubs/EPTW/eptwcover.html>*

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